

**DRAFT**



**BEHAVIOUR FOR LEARNING  
POLICY & GUIDANCE**

This policy will be trialled over the Summer term of 2018 with a view to being implemented in September of 2018.

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## 1. PREAMBLE

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Behaviour, attendance and effective learning are intrinsically linked and we should strive to make this connection with students at all times. Good conduct, manners and attendance result in better progress and outcomes.

It is always the behaviour we are judging and not the individual and the key tenet is that behaviour is a choice and has a consequence (good or bad).

We must always remember that each student visits many different subject areas within a day. Each area can, at times, place very different demands upon the student in respect of how they ought to behave. Each teacher that teaches a student can also develop very different relationships; some of which defuse behavioural issues some of which may lead to behavioural issues. We should learn from each other as staff (“he’s a pain for me but Miss X seems to have no issues.. I’ll find out why..”) but also accept that each one of us will manage our teaching environment in slightly different ways. Consistency arises when the relevant behaviour breaks agreed principles. That’s when the consequence system kicks in.

Context is also an issue for a minority of students and, although this can never excuse poor behaviour, it may explain some behaviours and our management of particular individuals may be personalised as a result.

We should also be mindful of degrees of behaviour. For instance a constant lack of compliance from a student in a lesson could well mean the student reaching a C3 and possibly a C4 withdrawal. However, a student who forgets their equipment for the 10th lesson needs to be dealt with differently. It makes little sense for a student who has been involved in a violent act to be in the isolation room with a student who is not well organised!

We frequently assume that students know how to behave when they enter school. They generally know what rules are and what will happen when they are broken BUT they have often not been taught HOW to manage themselves and their feelings when in situations of conflict. Such things are not explicit and are often picked up by students by osmosis from parents, peers, the media and such like. Sometimes we will need to coach students in how to respond to maximise positive outcomes – we shouldn’t just assume that they will know what to do.

We should also support students who try hard to change their behaviour or co-operate in methods of reparation. We may be the only role models they have and the school’s ethos must therefore be clearly apparent: Be Proud, Work Hard and Aim High.

All stakeholders in the school are expected to work, learn and behave in line with the Paget Pride.

This Behaviour policy is for use with all students from Years 7 to 11 and applies to Sixth Form students where appropriate.

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# Paget Pride



**SPEAK WITH  
PRIDE**

**ACT WITH  
PRIDE**

**PRESENT WITH  
PRIDE**

**BEHAVE WITH  
PRIDE**

**WORK WITH  
PRIDE**

**Be Proud**

**Aim High**

**Work Hard**

## 1.1 BEHAVIOUR FOR LEARNING POLICY

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**AIM:** TO ENSURE THE RIGHT OF EACH STUDENT TO LEARN AND EACH TEACHER TO TEACH

### GUIDING PRINCIPLES

- To promote the Paget Pride Charter and the positive values that it represents.
- To encourage everyone to accept responsibility for ensuring high standards.
- To ensure that students, staff, parents and governors know what is expected of them.
- To accept that an appropriate and well taught curriculum is the prerequisite of outstanding behaviour.
- To understand praise and rewards are motivators, criticism and punishment are not.
- To provide staff and students with a working environment that is secure and free from intimidation.
- Behaviour is a choice with a consequence and good choices can be re-enforced, taught and engendered into our young people.

This will be achieved through:-

- Promoting the Paget Pride Charter.
- Promoting outstanding behaviour and discipline;
- Promoting high self-esteem and supporting students to attain it.
- Promoting self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Encouraging consistency and rigour of response to both positive and negative behaviour;
- Promoting early intervention and constructive refection.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the Paget High School's policy and associated procedures.

**Adults** in the school will support students in this by:

- Instilling the values of the Paget Pride Charter
- Providing positive role models;
- Encouraging and challenging students to do their best and by providing the opportunities to do so;
- Praising those who deserve it when they deserve it;
- Doing their best to apply school policies fairly and firmly;
- Adopting unconditional positive regard towards learners

***Definition of Unconditional Positive Regard:***

- Unconditional – suspension of judgment about a person
- Positive – adopt a positive perspective
- Regard – the outlook adopted towards another person

“Judge the deed, not the person”

Encouraging positive behaviour is more effective than punishing negative behaviour

Our focus will be on rewarding the attainment and effort we expect in order to encourage this, while sanctions will still be required to signal that non-adherence to the code of conduct and classroom rules will not be accepted - they must **not** under any circumstances be allowed to dominate our patterns of working.

**GOALS**

- To develop students’ pride, self-discipline and regulation, self-management and self-control.
- To enable students to be on task with their learning.
- To enhance students’ self-esteem and reflective abilities.
- To encourage accountability for behaviour.
- To encourage individual students to recognise and respect the rights of others.
- To affirm co-operation as well as responsible independence in learning.
- To promote the values of honesty, fairness and respect for others.
- To enable rational conflict resolution.

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## 1.2 ROLES AND RESPONSIBILITIES

The Governing Body, Head Teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The Head Teacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy is applied with consistency, rigour and fairness. Mutual support amongst all staff in the implementation of the policy is essential.

The Governing Body will establish, in consultation with the Head, staff and parents, the policy for the promotion of outstanding behaviour. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of Paget High School. They will be encouraged to work in partnership with school to assist in maintaining high standards of behaviour and will have the opportunity to raise with school any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of Paget High Schools policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and all form of harassment are reported.

Paget High School works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## 1.3 REWARDS

An ethos of encouragement is central to the promotion of an outstanding learning culture. Rewards are one of the means of achieving this, as they have a motivational role in helping students to realise that individual actions are valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

## 1.4 SANCTIONS

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

### 1.5 TRAINING

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management and conflict resolution is provided to support the implementation of the policy.

### 1.6 REVIEW

The Head teacher, in consultation with the staff, will undertake systematic monitoring and regular evaluation of the behaviour management policy to ensure that the operation is effective, fair and consistent. The Head will keep the Governing Body informed, who in turn will review this policy. The review will take place in consultation with the Head Teacher, staff and parents.

### 1.7 PHYSICAL RESTRAINT – USE OF REASONABLE FORCE

Please note Paget High School follows the Department of Education Guidelines policy Use of Reasonable Force July 2013. The schools policy can be found in the website.

## 2. POSITIVE RECOGNITION

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The school will recognise and reward students who have worked hard, behaved well and demonstrated pride through a variety of methods. These include, but are not limited to:

- Regular verbal and written praise directly to students;
- Subject-based reward systems;
- A whole-school A2L system;
- Celebrating success publicly in assemblies and an annual Awards' Evening;
- Positive points;
- A variety of certificates and commendations (100% attendance, community awards etc.)

This will be done in a positive way through:

- Verbal recognition and praise of achievement- staff need to actively seek out opportunities, praise effort and achievement.
- Written comments in work books showing positive comments recognising the effort and achievement made.
- Awarding positive points to students and awards for excellent effort / progress / attendance to be given out in form time, in Assemblies and at prize giving events.
- Individual departments to be free to carry on with, and to develop their own reward system in line with whole school policy.
- Money to be set aside to pay for trips, prizes etc. to recognise excellence across Paget High School. Letters/texts/emails / postcards etc. to be sent to parents on a regular basis reinforcing positive messages to their children.

### 2.1 OPERATION

Each student has his / her own positive points account. Positive points are awarded for excellent effort, progress, attendance, community spirit, representing Paget High School etc. Students with the most positive points will be rewarded via assemblies and awards evenings. Staff award positive points through the SIMs system.

### 2.2 ATTITUDE TO LEARNING

At each of the ROP points students will be given an Attitude to Learning score. This is averaged across all subjects to give a final A2L score. Bronze, Silver and Gold certificates are then awarded to the top 30% of students. Awardees will be published on our website.

A platinum award will be given for any student who receives three or more gold awards within the year.

# Attitude 2 Learning



OUTSTANDING		
<b>1</b>	<b>An Outstanding A2L means being committed to getting the most out of all learning opportunities.</b>	<ul style="list-style-type: none"> <li>You consistently try to do more than is expected and you are always on task in lessons.</li> <li>You positively contribute to the lesson and seek feedback on how to improve the quality of your work.</li> <li>Pride in your work and behaviour is evident and you show great resilience and perseverance with all challenges, even when they are difficult.</li> <li>You are respectful and polite to staff and your peers at all times.</li> <li>You always complete home practice tasks and meet all deadlines, using initiative to solve any difficulties.</li> </ul>

GOOD		
<b>2</b>	<b>A Good A2L means being responsible and hardworking.</b>	<ul style="list-style-type: none"> <li>You do what is expected and you show interest in your learning, remaining focused on set tasks.</li> <li>You make effective contributions to the lesson and respond well to feedback and targets, completing all work at the expected standard.</li> <li>You show pride in your work and behaviour and you show good resilience and perseverance when things are difficult.</li> <li>You have a positive working relationship with staff and peers; demonstrating respect and politeness.</li> <li>You complete home practice tasks and usually meet all deadlines, proactively seeking support to solve any difficulties.</li> </ul>

REQUIRES IMPROVEMENT		
<b>3</b>	<b>A Requires Improvement A2L means doing most of what is expected but failing to make the most of the opportunities available.</b>	<ul style="list-style-type: none"> <li>You are compliant, but are passive in your learning, only meeting the most basic needs of the task displaying the minimum amount of effort.</li> <li>You contribute to class activities when required but you can be distracted and/or do not prioritise learning.</li> <li>Your work and behaviour does not always show pride and you respond in a limited way to teachers' feedback.</li> <li>You show some resilience, but give up too easily when things get difficult.</li> <li>Your home practice tasks are sometimes complete.</li> </ul>

UNSATISFACTORY		
<b>4</b>	<b>An Unsatisfactory A2L means that support or intervention is needed to become a more responsible learner.</b>	<ul style="list-style-type: none"> <li>You make little or no attempt to be involved in lessons, to stay on task and complete work set.</li> <li>You rarely contribute positively to class activities and sometimes actively seek to disrupt the learning of others.</li> <li>You show little pride in your work and behaviour and you fail to act on feedback and advice.</li> <li>You give up without really trying.</li> <li>Your attitude to staff and your peers is a concern.</li> <li>Your home practice is often incomplete or not attempted.</li> </ul>

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## 2.3 DEPARTMENT REWARD SCHEME

In addition, each department is encouraged to develop its own system to reflect the specific nature and demands of their own subjects - **it must not, however, be used as an alternative to the whole Paget High School system.**

## 3. NEGATIVE CONSEQUENCES

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Negative consequences will always result from behaviour that interferes with the student's right to learn and a teacher's right to teach and where pride has not been displayed. The actions below will be carried out in an assertive, non-aggressive way that addresses the behaviour of the student. The **teacher should not enter into a debate** with the student, but instead should follow the school's policy and procedures.

The following process assumes that unwanted behaviour has not been modified by simple non-verbal signals or the use of basic, everyday classroom management techniques (See 3.1 & 3.2). It is essential that sanctions are carried out in a way that minimises the impact on other students by directing them at the individual student/s.

It is also assumed that lessons are well prepared in line with Paget's classroom expectations, the needs of the relevant group and that good classroom routines have been established.

### 3.1 USE THE MINIMUM EFFECTIVE RESPONSE

Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management. Maintaining unconditional positive regard and focusing on the 'deed' is key to positive intervention.

Students displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate.

To counter this try:

- Doing the unexpected – stay calm and tactically ignore their behaviour. When the student is calm discuss and resolve the situation.
- Use non verbal messages (quick look, nod of the head etc.)
- Discreetly, at eye level, give the student choices as to where the situation can go. Always give them the opportunity to correct their behaviour.
- Offer positive alternatives to misbehaviour.
- Ask the student to step outside the room to consider their behaviour and the effect on others. Ask them what they desire, require, expect from the lesson.

Remember:

- Always tackle the behaviour and not the student
- Provide opportunities for students to correct own behaviour
- Never have physical contact with a student unless it is an absolute necessity. (See restraint policy)

### 3.2 PRE-EMPTING THE CONSEQUENCE SYSTEM

A wide range of behaviour management strategies **MUST** have been used before the formal consequence system is implemented e.g.

- establish a positive tone from the word go by supervising students' entry to classroom, preferably with a smile
- by establishing a set routine for their entry, based on classroom procedures (books, planner, equipment out, starter activity on display etc.)
- while working, answer name to teacher calling register
- by sticking to a seating plan (which is always available to cover teachers)
- by planning lessons carefully so the pace is brisk and different abilities are catered for
- by displaying the learning objectives and referring to them during the lesson too so students know where the teaching is taking them
- by praising and rewarding as often as possible
- by forging warm but mutually respectful relationships
- by encouraging pride in themselves, the classroom and the work they produce
- by being firm but fair
- by demonstrating clear expectations of behaviour

However, if a student is off task they must be allowed time to get back on task by using simple strategies like the following. (Formal consequences should NOT be used at an early stage.) Try these initially:

- meaningful look at misbehaving student
- standing near to student
- tapping student's table
- warning quietly of their behaviour choices and the consequences
- warning audibly of choices and consequence
- thanking them for responding to the above
- moving away from them to allow "space" for improved behaviour;
- praising them ASAP for doing something right/well.
- reminding them of acceptable behaviour; (Appendix A)
- asked to move;
- asked to wait outside the classroom to calm down (a 5-minute time out limit);
- asked to remain behind to explain their behaviour;

### 3.3 SUBJECT HOSTING TIMETABLE

Each subject area should co-ordinate a 'hosting room' timetable to be used for C4 removal. All staff within each subject area should contribute in order to re-enforce team ethos and the notion that ALL staff matter. This timetable should be finalised by the end of the second week of the autumn term, passed to line managers and displayed on classroom doors.

Consequences should not roll over from one lesson/day to another. Patterns however should be monitored and acted upon accordingly in consultation with relevant staff, e.g. HOCAs, HOYs etc.

# Consequence Pyramid



**C1**

## Verbal Warning

Verbal Warning and your initials written on the board

No Improvement following C1



**C2**

## Teacher Detention

10 minute break or lunchtime detention with your class teacher

No Improvement or Failure to Attend a C2 Detention



**C3**

## Faculty Detention

30 minute lunch or after school detention

No Improvement – Faculty hosting  
Parents contacted

Failure to Attend a C3 Detention



**C4**

## Faculty Hosting

Hosted within Faculty for remainder of lesson and 30 minute faculty detention

**C4**

## SLT Detention

40 minute afterschool detention with a member of SLT

No Improvement – Removal to BRU –  
Parents contacted – On day SLT detention.

Failure to Attend a C4 Detention



**C5**

## BRU - Isolation

Length of stay will be determined by the HOY or SLT

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## 4. THE CONSEQUENCE SYSTEM

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This is based on the notion that ‘behaviour is a choice with a consequence’

### 4.1 C1 Consequence – Formal verbal warning

This will be issued after the teacher has deemed that strategies or other such interventions have not been successful and several informal warnings have been issued.

The student will be issued with a **C1 and their initials recorded on the board**. They will be formally told by the teacher that continued poor behaviour will result in movement up the consequence system. Staff should still continue to use positive strategies in an effort to manage the behaviour and demonstrate persistence in attempting to move the student forward positively.

### 4.2 C2 Intervention Detentions – 10 minutes

These are given by Individual Subject Staff for persistent unacceptable behaviour in class. These detentions take place at a break time with the issuing member of staff.

Information regarding a C2 should be placed in a student’s planner and recorded on SIMS – there will be 1 behaviour point attached.

A C2 detention can also be given by:

The form tutor for:

- Unacceptable behaviour during registration or in assembly or in PSE.
- For failure to conform to the school dress code.
- For lateness.

A Duty team member may give a C2 detention or an instant detention:

- For being out-of-bounds
- For a lack of respect for both people and the environment (Including dropping litter)
- For anti-social behaviour around the school.
- For uniform violations

Any of break or dinnertime detention should be reported to the tutor or the HOY depending on the severity of the incident.

It would be usual for a C2 to follow a C1.

When a consequence **above a C1** is issued this should be logged on SIMS.

### Lateness to School

Students who arrive after the second bell (8.50am) will be issued with a 20 minute late detention that will take place at lunchtime in the detention room. Parents will receive a text message to inform them that their child has been late to school.

### 4.3 C3 - 30 minute detention.

If a student:

- Does not complete a C2 when requested and does not remedy the situation of not completing the C2.
- For persistent unacceptable behaviour in class after a C2 issue.

A C3 detention is recorded in the planner and a text sent home. Parents must be given 24 hours' notice. The detention takes place within the faculty at dinner time or after school. This C3 should be recorded on SIMS and will have 1 behaviour point attached.

### 4.4 – C4 classroom removal / faculty hosting

If a student continues to demonstrate poor behaviour after the issuing of a C3 the student should be sent to the faculty Hosting room for the remainder of that lesson. The C3 faculty detention should stand and the HOCA may decide that the student is removed from the following lesson and kept in another area of the faculty with reparation work encouraged between the teacher and the student.

### 4.5 – C4 SLT detention

A C4 SLT detention will be issued if a student fails to attend a C3 detention. It is good practice for the subject leader to follow up reasons why; if no adequate reason is established then the Line Manager for the subject or Year team will contact home directly for a C4 detention either by a phone call or by letter. They will then inform the office so they can be added to the list for that detention and the C4 recorded on SIMS.

A **40 minute** detention after school will then be organised for the student. If appropriate the student will be isolated from the original subject for one lesson until/whilst reparation is achieved. Failure to attend the C4 SLT detention for no good reason will result in a C5 day of isolation followed by a 40 minute detention.

A C4 SLT detention can also be issued for serious incidents outside the classroom.

#### 4.6 C5 - isolation OR Emergency C5 removal

A **C5 isolation** is actioned if a student misses a C4 detention for no adequate reason.

A **C5 removal** from lesson may occur:

- If, after faculty hosting, a student continues to present challenging behaviour. This student would be taken to the BRU for the remainder of that lesson by a member of the on call team and an on the day C4 SLT detention will be issued. The parents will be informed of this by a text message or phone call from the school office.
- **As an emergency response** – Such a removal will result in isolation pending an enquiry into the incident – this could be more dependent on the student's actions and could even result in a fixed-term exclusion from school.

A C5 removal in one area does not **automatically** result in isolation for the rest of the day but isolation is an option depending on the nature of the incident.

The C4 detention of **40 minutes** will also be completed on the same day.

#### 4.7 ISOLATION – BRU

- The isolation room is managed by SLT and members of the Wellbeing Hub.
- Senior leaders work in partnership with the Year Leaders in directing its use on a daily basis. Students may be isolated for a number of reasons and this could be for ½ a day or more.
- Parents will be notified and students will be expected to engage in activities designed to allow reflection on how responses and behaviour can be improved in future.

#### 4.8 BEHAVIOUR POINTS

These accrue through the recording of C2 or greater, issued on the SIMs system. Each instance will carry just 1 behaviour point. This will enable Year leaders to monitor the number of incidents; they will then be able to delve further to see the nature of each incident. Accumulation of behaviour points will trigger the year leaders to make contact with home.

#### 4.9 CALL OUT

A call out team including SLT, HOYS and members of the wellbeing hub are on a call-out rota for every period of the day. Call-out is instigated through the use of a google document. There are three occasions on which call-out should be used:

- Removal of a student from Faculty hosting following the consequence system;
- For support;
- For an emergency response.

Call out is activated through an on-line system. This provides two options: i) withdrawal, ii) support.

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- i) Withdrawal – C4 has been reached or an emergency situation has occurred.
- ii) Support – support with an issue is required (i.e. student refusing to hand over phone, student has left class without permission, student in need of emotional support etc.)

#### 4.10 BEHAVIOUR SUPPORT

For students with persistent behaviour issues the school will explore a variety of support methods. These may include:

- A Behaviour plan
- Report
- A Pastoral Support Plan.
- Reflection exercises
- Restorative justice
- Parental engagement
- The BRU– a room designed to allow students to reflect on their behaviours.
- The Wellbeing hub – a room designed to support students with emotional, behavioural, social and learning needs
- External agency support

#### 4.11 BRU

This is a behaviour reflection unit that is designed to encourage students to reflect on the behaviours that have caused them to be in there. The room requires students to work in silence. This may be for a whole day or part of a day – this will be decided by the Year Leader.

Students who become regular attendees in the BRU will be referred to the Wellbeing Hub for further support and interventions.

## 5. MONITORING FLOW

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Tutors check their form's SIMS records on a daily basis and will consider placing a student on report if referrals are made from more than one department within a week.

Heads of Year are able to view their students' behaviour logs on SIMS. This enables the Head of Year to keep an up to date overview of their Year group and act swiftly and appropriately if necessary. Heads of Year are to support Form Tutors in dealing with behaviour. If after a week Form Tutor report is not working then the student should be placed on Head of Year report.

Each Head of Year is line managed by the Pastoral Lead on SLT who becomes involved should student's behaviour need further intervention / sanction. Each year group is reviewed by the Head of Year and the Pastoral Lead each week. During this meeting all pastoral issues will be discussed including behaviour, attendance, student wellbeing and tutor concerns. The information from these meeting will be fed back into the SLT each week.

It is essential that we adopt a tiered approach (levels) to dealing with students whose behaviour is causing concern in order to ensure it is dealt with most appropriately.

## 6. SPECIFIC BEHAVIOURAL ISSUES

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### 6.1 Smoking

Since 2007, it has been illegal to smoke in both work and public places. This ban was as a result of the Health Act of 2006. Since then Paget High School has been a smoke free zone therefore students found smoking anywhere on the school site will risk being excluded from school.

### 6.2 Illegal Substances

The way in which the school responds to the use and/or abuse of illegal substances is listed in a separate policy.

### 6.3 The carrying of weapons in school

- Once a report of a weapon being seen on the premises is made then an investigation will be carried out by an appropriate member of staff.
- Home will be informed as soon as an investigation has been completed or earlier if it is thought helpful or necessary to the situation.
- Depending on the outcome of an investigation then a relevant punishment will be issued.
- The Police or the Police Liaison Officer will be informed of anyone found carrying a weapon in school.

## 6.4 Theft

Students who steal the property of the school or of other students can expect:

- Homes of the victims and alleged perpetrator/s to be contacted on the day of the incident or when the investigation has been set in motion.
- Any results of an internal investigation will be relayed to the victim's and perpetrator's homes although names of witnesses will be confidential to the school.
- Isolation or fixed-term exclusion to be given depending on the nature of the theft.
- With persistent offenders the Police or the Police Liaison Officer will be informed (depending on availability).

Theft is an illegal act and could play a part in the overview of a student being permanently excluded from the school.

## 6.5 Serious abuses

- vandalism
- bullying
- fighting
- racism
- verbal abuse directed at a member of staff
- assault
- violent behaviour
- defensive violent behaviour where a clear choice was apparent that this could be avoided

These incidents will be dealt with under separate procedures which, depending on the severity of the incident, may include a combination of :

- restoration and/or reconciliation
- school detention (lunchtime or after school)
- time off timetable with a Subject Leader, Year Leader or member of the Leadership Group.
- isolation
- fixed term exclusion
- referral to the Well Being hub
- referral to the District Inclusion Panel.

## 6.6 The District Inclusion Panel

This is an attendance and behaviour panel which co-ordinates behaviour issues across schools in Burton on Trent and Uttoxeter

Students at risk of exclusions are monitored by this panel every half term. The purpose of this panel is to positively intervene to provide support and negate the risk of permanent exclusions from school of students at risk.

Strategies such as managed moves, alternative provision and use of respite at an especially designated unit within the area are typical methods of assisting students experiencing social and emotional difficulties.

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## 7. FIXED-TERM EXCLUSIONS & PERMANENT EXCLUSIONS

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The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of Paget High School's Behaviour Policy;
- If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and are only administered by the senior team. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of Paget High School's Behaviour Policy:

- Persistent disruptive behaviour that is causing significant harm to the learning of other students.
- Verbal abuse to Staff and others.
- Verbal abuse to students.
- Physical abuse to/attack on Staff.
- Physical abuse to/attack on students.
- Indecent behaviour.
- Damage to property.
- Misuse of illegal drugs.
- Misuse of other substances.
- Theft.
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which Paget High Schools sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and each has varying degrees of seriousness and there may be other situations where the Head makes the judgment that exclusion is an appropriate sanction.

### 7.1 Rationale

This policy is underpinned by the shared commitment of all members of Paget High School community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

## 7.1 General investigation protocol

- Evidence is gathered through student and/or staff statements.
- Witness statements are also gathered.
- Interviews proceed after statements are gathered if necessary
- A recommendation is made by the investigating staff to a senior member of staff.
- If the senior member of staff feels it necessary (i.e an element of doubt or a 'grey' situation is apparent) he or she may refer the investigation to the Head.
- Decisions are made on 'the balance of probabilities'

## 7.2 Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and five days). The DfE regulations allow the Principal to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year. Students who have a fixed term exclusion will be provided with work and should not be in public areas during school hours for the period of the exclusion.

The Governors have established arrangements to review promptly all permanent exclusions from Paget High School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.

Following exclusion parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents/carers have a right to make representations to the Governing Body as directed in the letter.

Re-admission meetings will be held following the expiry of the fixed term exclusion and this will involve the Head of Year, and member of the SLT if deemed appropriate.

It is Paget High School practice to have a readmission meeting with the parents/ carers and, where it is deemed necessary; a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, student and parents. Internal isolation is sometimes used as a means to reintegrate a student who has served an external exclusion. A record of the meeting outlining key points is sent to parents/carers.

During the course of a fixed term exclusion where the student is to be at home, parents/carers are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers.

## 7.3 Permanent exclusion

This is reserved for the most serious of incidents or when, despite the best efforts of the school over a period of time, the effect of one student on the learning and welfare of the rest of the school is unsustainable.

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success.

It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying/carrying an illegal drug
- Carrying an offensive weapon\*
- Arson

\*Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such *use by him*."

Paget High School will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

All permanent exclusion decisions are put before a governor disciplinary panel which will convene within 15 days of the head teachers decision. Parents are invited to this hearing where they can discuss the reasons for the exclusion. The Local Authorities Exclusion officer will also be present at that hearing. During this hearing the governors will either uphold or overturn the head teacher's decision.

Parents/carers have the right to appeal a permanent exclusion that has been upheld by governors. Details of this appeal are discussed with the parents by the Local Authority.

Paget High School follows the Secretary of State guidance on improving behaviour and attendance.

#### 7.4 General factors considered before a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations.
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done and there are no extenuating circumstances, exclusion will be the outcome.

### 7.7 Exercise of discretion

In reaching a decision, the Head will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Principal will consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of Paget High School's Behaviour Policy.
- The effect that the student remaining in the school would have on the education and welfare of other students and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Student Discipline Committee, when it meets to consider the Head's decision to exclude. This Committee will require the Head to explain the reasons for the decision and will look at appropriate evidence, such as the student's school record, witness statements and the strategies used by the school to support the student prior to exclusion.

### 7.8 Lunchtime exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from Paget High School premises for the duration of the lunchtime period.

This will be treated as fixed term exclusion and parents/carers will have the same right to gain information and to appeal.

### 7.9 Behaviour outside of Paget High School

Students' behaviour outside Paget High School on school "business" for example, trips and journeys, away sports fixtures or a work experience placement, is subject to the school's Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in school.

For behaviour outside school but not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of Paget High School or on a journey to and from the school is poor and meets the school criteria for exclusion then the Head may decide to exclude.

## 8. Clear roles and responsibilities

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Paget High School ensures that all staff job descriptions include appropriate reference to the school's behaviour policy.

The Governing Body is advised of the implications of the behaviour policy for its own practice and relevant committees recognise their responsibilities under the terms of the policy and any other regulations and government guidance.

### 8.1 Referral

Paget High School will undertake reviews of students' needs prior to identifying suitable educational plans, strategies and alternatives for students.

Paget High School undertakes regular monitoring and review of its internal and external arrangements for student referral and support.

Paget High School maintains appropriate records on the use of referrals.

Paget High School ensures that the class teacher/form tutor is informed in full of the outcome of any referral.

### 8.2 Resources

Paget High School undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:

1. Staffing issues:
  - Staffing levels.
  - Staff training and development.
  - Provision for non-contact time.
  - Workload.
  - Health and safety.
2. Record keeping:
  - Provision of administrative and record keeping systems (including use of ICT).
  - Monitoring arrangements (including use of ICT).
3. Curriculum review and alternative provision:
  - Alternative education provision for students, including the use of off-site provision (where available);
  - Review of curriculum appropriateness.

#### 8.4 Use of curriculum flexibility.

On-site facilities wherever possible and appropriate (e.g. The Wellbeing Hub, the school farm, the BRU, mentoring and intervention groups).

Paget High School has secured access to appropriate specialist child and family support services, including:

- School Support.
- The District Inclusion Panel
- Education Welfare Service.
- Local Support Team
- Education Psychology Service.
- Health Services (including mental health).
- Social Care.
- Careers Service.
- Youth Workers.
- St. Giles Hospice
- YES
- Youth Offending Team.
- Drug Counselling Agencies.
- PRU Stapenhill.
- CAMHS.
- SARAC.
- Physical Impairment and Support Service.
- Community Liaison Officer.

Paget High School has a strong Pastoral support programme with the Wellbeing Hub being the centre to co-ordinating this support. The school employs a mentor / councillor for one day a week and has several support staff who will take on the role of Key worker for individual students. We also have staff trained in emotional and social issues including self-harm, self-esteem and mental health. The school has also put several students through bereavement counselling and have trained many to support other students through the support of the St.Giles hospice.

The School has a Behaviour reflection Unit with much behavioural support also happening through the Wellbeing Hub. A major aim of the Paget High School Wellbeing Hub support will be to minimise the number of fixed term exclusions. It will play a key role in supporting students with behaviour difficulties and equipping them to overcome such barriers. The Senior leader for behaviour and the SENCO, together with the school support staff, will identify programmes of support for students with the aim of re-integrating students back in to mainstream education.

## 9. Meeting needs

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### 9.1 Needs assessments/reviews

Paget High School has identified staff to undertake assessments and reviews of the needs of students whose behaviour is disruptive.

Paget High School provides appropriate training for all staff responsible for the conduct of assessments and reviews.

Paget High School ensures that adequate time is given during the normal school day for the conduct of student assessments and reviews and for the development and implementation of the pastoral support programme.

Paget High School ensures that teachers receive adequate non-contact time to provide support to individual students.

### 9.2 Curriculum flexibility

The school's curriculum is appropriate to the needs of students.

The school's curriculum provides an opportunity for students to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

### 9.3 Student involvement

Paget High School encourages students to take responsibility for their own learning and behaviour.

The school encourages students to take responsibility for developing a positive behaviour culture within the school through such measures as peer mediation, involvement and strategies for self-discipline.

The school provides opportunities for students' positive involvement in the life of the school and local community.

### 9.4 Parent/carer involvement

Paget High School ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

The school provides opportunities to encourage involvement from parents/carers and support for the behaviour policy.

## 9.5 Community involvement

Paget High School liaises with a range of bodies as appropriate, including the LA, health services, Police, voluntary sector, charitable organisations, The Local Support Team, social services and religious bodies.

## 10. Reviewing effectiveness

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### 10.1 Record keeping

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of Paget High School's behaviour policy.

The school maintains accurate records of behaviour incidents using SIMS and the pastoral communication logs. All Heads of Year also keep their own records of all incidents and communications involving students.

The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.

The school provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.

Paget High School deploys appropriate administrative staff to undertake routine administration and record keeping.

### 10.2 Monitoring and evaluation

Paget High School monitors behaviour incidents in order to identify issues and trends.

The school makes effective use of ICT database facilities to support the implementation of its procedures.

Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

Paget High School monitors incidents of disruptive behaviour in terms of:

- Type of incident (including racist, sexist and homophobic incidents).
- Critical places within/outside the school.
- Students involved.
- Profile of students involved (ethnicity, gender, age, SEN and PP).
- Timeliness of response.
- Outcomes.
- Points accrual
- Call out data
- Attendance data

Paget High School ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students and in respect of special educational needs, disability, ethnic origin, gender and children in public care.

The school ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.

The school evaluates its policy against key improvement objectives which include:

1. Individual measures.
  - Improvement of individual behaviour.
  - Academic progress.
2. Class/department/whole - School measures:
  - General behaviour patterns.
  - Balance in the use of rewards and sanctions.
  - Staff support and training needs.
  - Curriculum access and academic progress.
  - Equal opportunities.
  - Behaviour management trends over time.
  - Effectiveness of the policy in encouraging positive behaviour.

Paget High School provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.

The school ensures that behaviour issues are discussed with all parents/carers as part of the annual parents/carers meeting.

The school will report to parents/carers details on the implementation of the behaviour management programme.

### 10.3 Sharing good practice

Paget High School shares information on good practice gleaned from:

- Reviews of individual practice.
- Reviews of whole- school practice.
- Reviews of practice in other schools.
- Reviews of cross-phase practice.
- Reviews of cross-faculty practice.

Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all students at the School.

Paget High School is also committed to CPD for all staff in managing behaviour and general effective classroom management.

## BANNED & RESTRICTED ITEMS

1. **Tobacco, lighters, matches, e-cigarettes (and variants of)** – these will be confiscated and returned only to parents and carers on request unless they have been illegally obtained.
2. **Alcohol and solvents** - these will be confiscated and returned only to parents and carers on request unless they have been illegally obtained.
3. **Illegal drugs** – these will be confiscated and then destroyed under police guidance or handed over to the police
4. **Knives and weapons** - these will be confiscated and then destroyed under police guidance or handed over to the police.
5. **Mobile phones** – Phones should remain in the students bag during lessons. If out during lessons they will be confiscated and handed back to students at the end of a school day. Persistent misuse will lead to a C3 and parental contact.

Students refusing to hand over a phone will be placed in Isolation by a member of the Leadership Group.

**Students using mobile phones or cameras as a form of bullying** (text messages, embarrassing photographs, invasion of privacy) will be dealt with more seriously. Such circumstances could include: fixed-term exclusion; involvement of the police; permanent exclusion.

Separate sanctions regarding **the possession of a mobile phone in the examination hall** are available from the Examinations Officer and will be given to parents at the start of any examination period. The examination boards deal severely with candidates who carry mobile phones and could disqualify any such candidate from one or more examination.

6. **Personal music devices** are not to be used during lesson times and in lesson change-over. If used at these times then these will be confiscated and handed back to students at the end of a school day. Persistent misuse will lead to a C3 and parental contact. Students refusing to hand over these devices will be taken out of circulation by Year Leaders and parents will be informed.
7. **Jewellery** – excessive jewellery (including banned body piercing) will be confiscated and handed back to a student by the Year Leader at the end of a school week. Students refusing to comply will be taken out of circulation to work in Isolation.
8. **Materials likely to cause offence** e.g. racist or pornographic material - these will be confiscated and then destroyed under police guidance or handed over to the police.

**Be Proud**

**Aim High**

**Work Hard**