



St Paul's Way

Aspiration • Integrity • Community

PART OF UNIVERSITY SCHOOLS TRUST

Behaviour Roles & Responsibilities

Senior Leaders

Senior Leaders ensure that there is consistency in behaviour management and high expectations on behaviour are maintained at all times. Senior leaders must:

- Ensure that the behaviour policy and associated procedures are consistently used across the whole school
- Maintain high standards in all their communications to stakeholders and uphold the core rules with regular feedback
- Establish a culture of visible consistency and excellent relationships throughout the school both in lessons and during non-curriculum time
- All senior leaders will ensure there is calm and safe behaviour during non-curriculum time as led by the DHT for pastoral
- The DHT for pastoral will lead fortnightly reviews of the trends and patterns of behaviour across the school and direct pastoral staff to deliver targeted intervention where possible
- Report behaviour reports to the governors at least three times in an academic year

Year Team Leaders

Year Team Leaders strategically lead the SAC and form tutors to ensure that all learners in their year group are supported both in terms of academic progress and pastoral support. Year Team Leaders must:

- Manage their teams effectively to ensure all learners receive consistent approaches to behaviour management
- Work in close partnership with staff to ensure that learners are given the appropriate support
- Network with a wide range of staff, parents and external agencies to ensure that learners receive tailored support where necessary
- Year Team leaders must execute the "Strategy Mondays" to support the learners in their cohort appropriately and follow up where relevant

Student Achievement Co-ordinators

Student Achievement Coordinators should have a strategic overview of the needs of learners in their year group. Through restorative practices, SACs should ensure that all learners are given the opportunity to build excellent relationships and self-regulate their own behaviour. SACs must:

- Work in close partnership with their Year Team leader to ensure that all learners in their year group are effectively supported
- Establish excellent relationships with learners and families to ensure outstanding pastoral support is offered
- Liaise with staff from across the school to ensure learners receive the appropriate support needed to flourish

Student Support Assistants

Student Support Assistants assist with the smooth running of the school by supervising students throughout the day, paying particular attention to their conduct, safety and wellbeing.

Curriculum Leaders

Curriculum Leaders at SPW Secondary School should lead teachers and execute all aspects of Student Culture in line with their job description to ensure that a consistent approach to behaviour for learning is implemented and that the curriculum offers opportunities for learners to flourish.

- Model the visible consistencies expected by the school both in lessons and during non curriculum time
- Model the expectations of transitions and line-ups
- Monitor, evaluate and review behaviour for learning within faculty areas and support individual teachers and learners where necessary
- Ensure that the curriculum is inclusive and supports the needs of all learners.

Form Tutors

Form tutors play a central role in the social, emotional, mental, spiritual and cultural development of each individual learner. They should be active in ensuring that learners play a positive role in the school community and offer the first wave of support for learners in need of additional care.

Form tutors must:

- Build positive relationships with learners, parents and carers
- Follow up with concerns about individual learners and work in close partnership with the Year Team
- Monitor and review learners' progress in terms of behaviour, attendance, academic progress and attainment
- Implement relevant behaviour strategies as directed by the YTL or Pastoral SLT
- Developing effective communications with parents, ensuring that they feel included in their child's educational experience

Class Teachers

Staff are expected to embed positive behaviour for learning strategies by adhering to and upholding our core set of values and expectations. Teachers must:

- Establish excellent relationships with all learners
- Participate in regular behaviour training
- Deliver excellent quality of provision that is inclusive for all learners
- Maintain the visible consistencies and classroom principles expected by the school
- Maintain the transitions and expectations of line-ups
- Uphold and maintain the behaviour systems of the school including duties, sanctions and processes
- Conduct effective communication with all stakeholders

Key Actions

Start of Term

Title	Details	When	Frequency	Lead Stakeholder	Additional Stakeholders
Behaviour Data Report	Complete data review and plan strategy	First Week	Half termly	YTL	Pastoral DOL and SAC
Behaviour interventions	Review of previous term's impact Data analysis of previous half-term Decide upon: 1. Tutor BFGs 2. Year team BFGs 3. Reports 4. PSPs	First Week	Half termly	YTL	SAC
	Support YTL with set up of behaviour interventions: Behaviour Focus Groups, reports and PSPs: • Allocation • Inform parents of Behaviour Focus Group • Set Targets • Meet with Students	First Week	Half termly	SAC	YTL
Student induction resources	Design student induction extended tutor time session, based on themes from previous term	Day 1	Termly	DOL	YTL

Student culture assembly	Design student culture assembly, based on themes from previous half-term	First week	Half termly	YTL	DOL, SAC
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Half Termly Actions

Title	Details	Frequency	Lead Stakeholder	Additional Stakeholders
Tutor Drop In's QA	- Conduct drop-ins and record feedback - Deliver general feedback to team - Deliver personal feedback and follow up support where needed - Complete half termly tracker	Half termly	YTL	Pastoral DOL
Year Team Meeting	Relevant year team priorities CPD delivery for Tutors Notices and process improvements	Half Termly	YTL	SAC and Tutors
Parent forums	Prepare and deliver cohort parents forum	Half Termly	YTL	SAC, DOL

End of Term Actions

Title	Details	Frequency	Lead Stakeholder	Additional Stakeholders
Achievement Assemblies	Prepare and deliver cohort celebration assembly	Half Termly	YTL	SAC, Tutors
Behaviour interventions	Review of half-term	Half termly	YTL	SAC
	Close/reward or escalate Closing and rewarding: - Complete rewards coms to parents and students. - Support logistics of event - Prepare next half terms groups - Review data and impact to consider adjustments	Half termly	SAC	YTL

Daily Actions

Title	Details	When	Frequency	Lead Stakeholder	Additional Stakeholders
AM/PM Gate Duty	Meet and Greet Students Uniform check	Daily	X4	SAC	YTL
Line Ups	Whistle Countdown Line checks - Alphabetical order - Silence - Uniform Messages Follow Up - CR Dismissal Teacher Expectations Character Framework	Daily	X3	YTL	SLT, SAC and Teaching Staff
Lunch and Break Duties	Support student conduct in - Dining Spaces - Outdoor spaces Complete relevant follow up using - Timeout zone - Isolation - CR's	Daily	X2	YTL	Duty Staff
Sanctions timeouts	Support conduct in the Reset room for Faculty Parked, isolation and Internal through appropriate respite for students	Daily	Daily	SAC	YTL, DOL
Faculty Parking Tracker/Follow-Up	Review to inform: - Support for students, classes, teachers - Drop-in timetable - Reset/restorative conversations needed Meetings triggered	11:30	Daily	YTL	SAC, DOL

Investigation of incidents	Support the logistics of investigations including • Statement gathering • Isolation arrangements of students • Parental coms • Briefing of YTL and Pastoral staff on investigations • Exclusion paperwork <i>See final section of the document for additional detail</i>	Daily	Daily	SAC	YTL, DOL
Reports	Checking student repots	3:15pm	Daily	YTL	SAC, DOL
Failed CR/Threshold Follow Up	Check tracker Update tracker Parental calls for internal exclusions	4:00PM	Daily	YTL	N/AP

Strategy Mondays

Title	Details	Frequency	Lead Stakeholder	Additional Stakeholders
Behaviour Focus Groups	Data review Parental communication Student target setting Tracker updated	Weekly	SACs	YTL
Reports	• Assigning behaviour reports • Distributing • Checking • Collecting • Parental comms • Follow up	Weekly	YTL	SAC
Intervention tracker update	Update tracker	Weekly	SACs	YTL
Behaviour Data Review	Review the behaviour data • Top 10 Students in the cohort year to date	Weekly	YTL	Pastoral DOL and SAC

	• Top 10 previous week • Cross reference with behaviour interventions			
YIM	Send Agenda Review last meeting mins and actions Discuss key students and actions	Weekly	YTL	Pastoral DOL, SG rep, AEN rep.
LM of SAC	Attendance Punctuality Behaviour YIM CPOMS Staff development priorities	Weekly	YTL	SAC

Tuesday Actions

Title	Details	Frequency	Lead Stakeholder	Additional Stakeholders
Tutor Briefings	Chair tutor briefings • Priorities for the week • Strategy Monday update • Tutor BFG updates • Tutor programme • Tutor development cycle	Weekly	YTL	SAC and Tutors

Additional Weekly Actions

Title	Details	Frequency	Lead Stakeholder	Additional Stakeholders
Tutor Bulletin	Weekly email: • Priorities for the week • Key students • Tutor BFG updates • Tutor programme • Tutor development cycle	Weekly	YTL	SAC and Tutors



Tutor Drop In's Temp Checks	Visit forms to supervise • Student conduct • Tutor provision • Tutor Priorities	Weekly	YTL	SAC
Support Key Classes	Key class/Student drop in support	TBC	YTL	SACs
PSP Meetings	Prepare relevant data • RR • Behaviour Data • Attendance Data • Reports • Intervention Record Deliver PSP • Complete paperwork • Update Intervention tracker • Share outcomes with Teachers Implement • Conduct relevant support	Weekly/Fortnightly dependent on Student	YTL	Pastoral DOL and SAC
Detention Duties	Complete detention duty • Standards • Registers	Weekly		
Assemblies	Support student culture in cohort assemblies	Weekly	YTL	Assembly leads, Tutors
YTL Briefing	Notices and priorities for the following week	Weekly	Pastoral DOLs	YTLs
Positive Recognition	Character points updates in line ups SOTW winners	Weekly	YTLs	
Liaise with internal and external agencies	Complete Requests for information Referral forms Round robins	Weekly	SAC	YTL
Parent contact	Complete parent phone calls/meetings relating to: Attendance Behaviour Wellbeing	Weekly	SAC	YTL

	Learning			
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Line Up Weekly Schedule

Line Up	Monday	Tuesday	Wednesday	Thursday	Friday
Start of day	Character framework	Attendance announcement	Year team announcements	Positive recognition	Student of the week
	Year team BFG	Attendance focus group			
	Reports distributed				

Incident Response

Title	Details	Frequency	Lead Stakeholder	Additional Stakeholders
Incident response	1. Identify and isolate 2. Ensure health and safety is considered: a. First aid b. Pick-ups and drop off 3. Inform SLT LM and DHT (where appropriate) 4. Inform parents 5. Statement gathering 6. Pack created (SEND, Welfare, Impact, Motive, Record) 7. Log on Arbor 8. Communicate the outcome to all stakeholders: a. Staff b. Parents c. Pupils Post incident: • Ensure support plans are in place for vulnerable students in the reset room to set them up for success ie; EHCP students	When required	YTL	DOL SAC



	• Ensure support & interventions is in place and actioned in a timely way (YIM) • Restorative conducted (where appropriate) • Post-exclusion reintegration meeting			
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