



Behaviour For Learning:

Reports, Pastoral Support Plans and Reflection

The purpose of the reports and the PSP is to provide focused behaviour for learning support so that the student can correct their behaviour. Any academic support needed, seek guidance from the SEND team and encourage testing. The intervention should be based on levels; pastoral intervention or external intervention but it should be in coalition with student, home and school.

BPs – cannot be placed on these reports or PSPs for lack of homework, punctuality, concerns from a single subject. Year team to liaise with subject teacher, DoF to support behaviour for learning. Punctuality concerns year team can implement strategies to support e.g., attendance report. The reports and PSP listed below are for **persistent Stage 3-4+ behaviour**.

KS3:

There will be a differentiation between year 7 and years 8 and 9 due to the transitional support required and expectations embedded as part of the FHS Values.

Prior to the reporting process

- Tutor contacts home to discuss behaviour of the student and the possibility to going on a report. Contact must be via phone (sims contact sheet) with the family engaging in the conversation – there should be an offer of a meeting.

Tutor report

- Contact home discuss behaviour that requires a report.
- 2-week report
- Communication (call or email) to update on progress and expectations.

Prior to the reporting process

- Contact home and explain that student is close to going on a Pastoral Report to the year team AM.

AM Report

- Set up a meeting (online or in person) with parents/guardians and student to explain the report process.
- 3-week report (could be for a term or longer depending on situation).
- Consider support needed during the process, discuss academic and behaviour for learning support.

AC Report

- In person meeting with parents/guardians to discuss AC report process.
- 3-4-week report (could be for a term or longer depending on situation).
- Discuss support needed to help change behaviour.
- Clear expectations established, talk about potential for PSP if behaviour does not develop positively.

Year 7 – PSP

Year 8 and 9 –PSP

- In person meeting with parents/guardians to outline support already given to student.
- Minimum 4-week report (could be for a term or longer depending on situation).
- Paperwork for the meeting: Sims attendance certificate, behaviour log from CC, 2-copies of PSP paperwork – one copy parents/guardians must sign so it can be copied to Sims.
- Consideration: request 3 potential schools from parents/guardians should the PSP not be successful.
- Check ins whilst on PSP – allotted time, meeting room/classroom established to meet, no morning/tutor time meetings, positive progressive steps must be identified in each meeting with student.
- Contact (call/email) home every 2-weeks with a response and engagement in the process from home. Serious EOD, immediate contact home.
- Failure to complete the PSP accordingly could result in a period of FTS, immersion (primary or secondary placement), managed move options, ALP or PEX.

**A year group should monitor reports closely.*

Key:

Pastoral Support Plans – PSP
Behaviour points – bps
Communication – there **must** be contact, and it must be logged on Sims/CPOMS.
Achievement Manager - AM
Class Charts - CC
End Of Day – EOD
Fixed Term Suspension – FTS
Managed Move – MM
Permanent Expulsion – PEX
Alternative Learning Provision - ALP

Rewards following a successful term or two post report/PSP.

- Tutor report: praise email/ call post card home
- AM report: praise post card home
- AC report: pastoral tea (tutor breakfast)
- PSP: Certificate during assembly or sent home

Rewards can vary depending on year group decision, but students that have been maintained a good behaviour for learning post report/PSP **must** be recognised and home informed of the progress.

Reflection – Tutors and AMs should still be checking in with students so that they are clear of the expectations and their ability to meet those expectations.

Students whose behaviour continues to diminish whilst on report or PSP must be explicitly explained to why their behaviour is not acceptable e.g., sharing behaviour log, attendance record and shared discussions to problem solve the concern including engaging with interventions. If behaviour warrants time away from FHS through immersion or FTS that will also be considered as part of the process – AC should discuss with SLT year group link and strategic lead for behaviour.

AC and SLT discretion will be included throughout the process. However, should a serious breach of FHS behaviour policy ensue, the behaviour will be sanctioned and can override timeframes set out in any behaviour report/pastoral support plan.