



Behaviour Policy

'The twin themes of love of God and love of neighbour should guide every member of the community, both pupils and staff. We should be a spiritual and not just a religious community so we can show our love of God through our relationship with him. It is through the respect, concern and care shown by all members of the school for each other, whether pupils and staff, that we can see love of neighbour in practice'.

(A Vision for St. Paul's)

'Love one another as I have loved you, so shall all men know you are my brothers, that you love one another'.

This is what sets St Paul's apart, that as members of God's family through baptism we recognise our call to love and to service. We recognise the presence of God in all members of our school community and that through the act of forgiveness, we aim to empower the children in our care to learn from their mistakes and to make the right choices and decisions in their future. Consequently, each member of the school undertakes to maintain the highest standards of courtesy, co-operation and honesty, and to work to the best of his or her ability to enable all to grow to their full potential.

Rationale

In order to facilitate outstanding teaching and learning, good behaviour and a high level of care and concern for others in all aspects of school life are essential. An emphasis is placed on the simplicity, clarity and consistency of this policy so that it can be lived on a day-by-day basis by all members of our community.

Everyone within St Paul's has a responsibility for promoting and maintaining high standards of behaviour; this also includes parents, guardians, governors and other visitors to the school. The most important prerequisite for the success of this policy is a consistent commitment from all staff to operate within the agreed framework. It is based upon having consistently high expectations of pupils and on the strong belief that all individuals have the ability to fulfil their potential and to develop the appropriate skills and qualifications in order to make a meaningful contribution to the society in which they live.

All staff in every curriculum area will take every opportunity to recognise, praise and reward pupils at all times. It is this consistent recognition and rewarding of the positive aspects of pupil behaviour that not only reinforce high expectations but also provide models for others. Learning Support Assistants and other non-teaching staff are integral to the ongoing development of pupils and as such are also expected to praise pupils formally whenever it is appropriate to do so.

It is also the responsibility of all staff to challenge and address inappropriate behaviour and poor effort. In addressing behaviour that falls short of the high expectations of the school, the disciplinary procedure will be worked through in a logical and sequential manner by staff as outlined in this policy. When a particular misdemeanour takes place, an identified sanction or range of sanctions will follow as a matter of course. Once a sanction has taken place it is up to the member(s) of staff concerned to decide upon the appropriate 'follow-up' strategy to support a pupil in improving his or her conduct.

Each pupil's case will be viewed on an individual basis, depending on the type and level of need. This is the key area of flexibility and provides the strategic support and coaching for each pupil that allows each one to learn from his or her experience.

All members of staff are expected to operate within the framework the policy provides at all times, regardless of their position and experience; consistency is essential in managing behaviour for learning successfully.

Responsibilities for managing the Behaviour for Learning Policy

- The Pastoral Manager in consultation with pupils, staff and parents will review and amend the Behaviour for Learning Policy and consult with the school Governors.
- The Governors will ensure that the policy is designed to promote good behaviour and provide a good learning environment where pupils can feel safe and valued.
- The Headteacher will implement the Governors' policy, and establish and maintain a behaviour policy that promotes spiritual and moral development, high-quality learning, self-discipline, respect, and care and concern for others as well as a regard for authority.

The policy will ensure that:

- staff are able to use time effectively to deliver quality learning experiences for all;
- there is a clear understanding of the discipline process for pupils, parents, teachers and governors as well as appreciation for the rationale behind this;
- all pupils, regardless of ability, age, religion and gender are involved, whenever possible, in the process of praise, recognition and reward;
- self-discipline is actively promoted among pupils, as well as regard for authority;
- good behaviour and respect for others are valued and developed in pupils;
- all forms of bullying are not tolerated and are dealt with quickly and effectively.

Rights and Responsibilities

The school has the right to:

- expect all pupils and parents to work in partnership with the school in order to maintain an orderly and caring environment that provides an effective climate for learning;
- expect all pupils and parents to respect the rights of other pupils and adults in the school;
- enforce the Behaviour for Learning Policy, including all rules and sanctions;
- refuse to accept confrontational, violent or threatening behaviour, or abuse by pupils or parents;
- in extreme circumstances, take firm action against pupils who harass or denigrate teachers or other school staff on or off the premises; and where necessary to engage external support services.

The school recognises its responsibility to:

- place an emphasis on supporting, praising and, as appropriate, rewarding pupils' good behaviour;
- model good behaviour and ensure that its staff never denigrate pupils and colleagues;
- promote positive behaviour through active development of pupils' spiritual, moral, social and emotional skills;

- consult the whole school community about the principles of the Behaviour for Learning Policy and the Code of Conduct;
- establish, and clearly communicate, measures to ensure good order, respect and discipline;
- avoid discriminating against any pupil on grounds of race, religion, gender, disability or sexual orientation;
- recognise the importance of the enhanced roles of support staff in implementing the Behaviour for Learning policy and to ensure that all staff are clear about their responsibilities in promoting good behaviour;
- that staff receive regular professional development on positive behaviour management strategies;
- apply sanctions fairly, consistently, proportionately and reasonably, whilst taking account of SEN, disability and the needs of vulnerable children, but also offering support as appropriate;
- take all reasonable measures to protect the safety and wellbeing of staff and pupils, including preventing all forms of bullying and dealing effectively with reports of, and complaints about, bullying;
- keep parents informed of their child's behaviour, good as well as bad, using appropriate methods of engaging them and, where necessary, to support them in meeting their parental responsibilities;
- work with other agencies to promote community cohesion and safety.

The school respects the rights of the pupils to:

- contribute to the development of the Behaviour for Learning Policy;
- be taught in an environment that is safe, conducive to learning and free from disruption;
- expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- have the right to appeal to the Headteacher and Governors, and beyond that to the Ombudsman or to a Judicial Review, if they believe the school has exercised its disciplinary authority unreasonably.

The school expects pupils to:

- follow reasonable instructions by staff;
- abide by school rules and classroom expectations;
- accept sanctions in an appropriate way;
- act as positive ambassadors for the school when off the school premises;
- avoid bringing inappropriate or unlawful items to the school
- show respect to all school staff, fellow-pupils, school property and the school environment;
- absolutely avoid denigrating, harming or bullying other pupils or staff;
- co-operate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Report Cards.

The school recognises the rights of parents to:

- contribute to the development of the school's Behaviour for Learning Policy;
- be kept informed about their child's progress, including issues relating to their behaviour;
- have their children kept safe, secure and respected;

- have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary;
- appeal to the Headteacher, Governors, and beyond that to the Independent Review Board (IRB), if they believe the school has exercised its disciplinary authority unreasonably;
- appeal against a decision to exclude their child, first to the Governors and then, in cases of permanent exclusion, to an Independent Review Board.

The school expects parents to:

- respect the school's Behaviour for Learning Policy and the disciplinary authority of school staff;
- help ensure that their child follows reasonable instructions by school staff and adheres to school rules;
- send their child to school each day punctually, in the correct uniform, fully equipped and ready to learn;
- make school aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm;
- be prepared to engage with the school to support their child's positive behaviour;
- attend meetings at school, if requested, to discuss their child's behaviour;
- adhere to the terms of any Home/School agreement relating to their child's behaviour;
- ensure that their child is not found in a public place if that child is excluded from school;
- attend any reintegration interview with the school at the end of a fixed-period exclusion.

Disciplinary Sanctions

The school aims to challenge 'the sin and not the sinner' in dealing with inappropriate behaviour. While the school will work with pupils to develop the positive aspects of their character and behaviour, it reserves the right to discipline pupils whose conduct falls below the standard that could reasonably be expected of them. The school will resort to this course of action as a consequence of a pupil misbehaving, refusing to follow a school rule or refusing to comply with a reasonable instruction given to them by a member of its staff. Disciplinary sanctions can also be applied in instances where a pupil may attend another establishment for a particular educational provision as well as to other situations where a pupil may not be on the school premises and not under the lawful control of a member of its staff. The school would also seek to impose further sanctions where pupils fail to comply with a previous penalty imposed on them for an earlier incident.

Sanctions in all instances will only be imposed where it is seen as reasonable to do so and does not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights). None of the sanctions that the school might impose are intended to be degrading or humiliating for its pupils. (Section 91 of the Education and Inspections Act 2006) Any decision to impose a sanction on a pupil will be made by a paid member of school staff or a member of staff authorised by the Headteacher. The decision and implementation of a sanction will be made on school premises or while the pupil is under the charge of the member of staff. The Headteacher has the right to limit the power to apply particular punishments to certain staff or to extend this power to discipline to adult volunteers; for example to parents who have volunteered to help on a school trip.

In determining whether a disciplinary sanction is reasonable, the school will consider whether the sanction is proportionate under the circumstances known at the time, including whether there are any special circumstances that need to be taken into consideration. These might include; the age and maturity of the pupil involved, an adverse change in personal circumstance, whether the pupil has any

special educational need, any disability or any religious requirement that a pupil may have affecting them. (Section 91 of the Education and Inspections Act 2006)

The school will take into account whether the behaviour under review gives cause to suspect that either a child is suffering, or is likely to suffer, significant harm; this may be in relation to either an actual incident of inappropriate behaviour or to the judgement the school might make in terms of sanctions as a consequence of it. Where this is the case, school staff will follow the school's safeguarding policy and consider whether continuing disruptive behaviour might be the result of educational or other needs not being met. It will also consider whether the imposition of a sanction might be cause for further concern and whether a multi-agency assessment is necessary.

Conduct outside the school gates

The school reserves the right to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006). The school may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school wearing school uniform or is in some other way identifiable as a pupil at the school.

The school may discipline pupils for misbehaviour at any time, whether or not the conditions above apply, if it is felt that it a pupil's behaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another member of the school community;
- poses a threat to a member of the public;
- could adversely affect the reputation of the school.

Pupils are given regular reminders regarding when they are off school site and the responsibility they have to ensure that they continue to aim to meet the same high standards of behaviour expected of them within school.

Specific Sanctions

It is the aim of the school to work through the disciplinary procedure in a sequential manner and that sanctions are proportionate to the incident they seek to address. However, the school reserves the right to respond to individual incidents that it considers to be so severe that it merits an immediate escalation of the sanction process. An appropriate level of sanction would be applied that, in the view of the school, reflected the severity of the incident with which it was dealing. The Governors have agreed that the following sanctions may be used in the school:

- verbal coaching by subject teacher/Form Tutor/ year leader;
- negative stamp in planner;
- moving a pupil within class;
- extra work or repeating unsatisfactory work until it meets the required standard;
- detention at lunch or break;
- detention after school;
- a school-based community service;
- withdrawal of break or lunchtime privileges for a fixed period of time;

- withholding participation in educational visits, sports activities or other school organised events;
- confiscation or removal of personal items;
- paying for, or making a contribution towards, broken/damaged property;
- specific subject report;
- pastoral report/cross-curricular report;
- removal from a class or curriculum area for a fixed period;
- home contact;
- strategic move between form groups or subject groups;
- pastoral support plan;
- placement in the Reflection Room or in a similar environment at a partner school;
- managed move;
- fixed-term exclusion;
- referral to the 'Refocus' programme at Bridge Academy South;
- meeting with executive principal at Stephenson (MK) Trust;
- Governors' disciplinary Panel;
- permanent exclusion.

Detention

A detention may be given to any pupil under eighteen by any teacher or by any other person working at the school, who with the authority of the Headteacher, has lawful control or charge of pupils for whom education is being provided at St Paul's.

Detentions are part of a range of sanctions that the school will apply with a view to regulating pupil behaviour. Where a detention is given outside the school day, parents of the pupil involved will receive notification at least 24 hours in advance 'by any effective method'. This does not apply to detention in normal school hours such as lunchtimes. In determining whether a detention outside school hours is 'reasonable', the school will consider whether:

- the detention is likely to compromise a pupil's safety or put them at risk;
- the pupil has known care responsibilities;
- suitable travel arrangements can be made by the parent for the pupil. If in making these arrangements, inconvenience is caused to the parent, this will not be a deciding factor as to whether that detention should take place.

As with the implementation of all school sanctions, staff will act reasonably in giving a pupil a detention. Staff will take into account the known circumstances in arriving at their decision. Where a pupil is given a lunchtime detention, staff will allow reasonable time for pupils to eat, drink and use the toilet.

Powers of members of staff to detain pupils by use of force.

The Education and Inspections Act 2006 confirms the right of school staff to use 'such force as is reasonable' for the purpose of preventing a student from:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves);
- prejudicing the maintenance of good order and discipline.

An example of 'reasonable force' might include leading a pupil by the arm to enforce an instruction to leave the class. However, the school acknowledges that nothing in the law concerning the use of reasonable force legitimises corporal punishment. The use of 'reasonable force' will always be used as a last resort by staff. [For further information please refer to the schools Physical Intervention Policy.](#)

The Right to Search Students

The school has the right to search pupils without consent where it suspects that a pupil may be in possession of a prohibited item (Section 550ZA (3) of the Education Act 1996). These would include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, or to cause personal injury or damage to property.

The school reserves the right to search a pupil for any item that has either been banned by school rules or for an item that has been used on the school site contrary to school rules. This might include items such as mobile phones, headphones, and other handheld electronic devices that should not be used during school hours.

A search of a pupil will be carried out by two members of staff one of whom will be of the same sex as the pupil. No pupil will be required to remove any clothing other than outer clothing such as an outdoor coat, blazer, jumper, shoes and socks. A pupil may be asked if they agree to the use of a metal detector on their person. Staff carrying out the search are able to use such force as is reasonable in the circumstances for exercising this power.

If a search reveals any 'offensive weapons' or knives (the Violent Crime Reduction Act 2006), extreme or child pornography, illegal drugs or any other 'evidence in relation to an offence' the school will call the police immediately. The school has no discretion in this and will cooperate fully with any police investigation that is instigated as a result of a search. The school also has the right to implement its own sanctions policy in response to the breaking of its rules, regardless of whatever action is taken by the police in relation to an incident.

Where a pupil refuses to cooperate with a search either of his or her person or property, parents will be contacted immediately. In such circumstances, School reserves the right to manage such an incident on grounds of reasonable suspicion with an appropriate sanction being implemented. Where it is felt that a pupil may be concealing an item that is illegal, then the police will be called immediately.

School staff have the right to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for, damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 (2) of the Education and Inspections Act 2006). Where an item is confiscated because it or its use contravenes school rules, the member of staff will place the item securely for collection by either the pupil or the parent at an identified time, depending on the circumstances.

Mobile Phones

Mobile phones are to be switched off and put away immediately a pupil arrives on the school site until the end of the school day. They should not be seen or used during school hours unless permission has been given to do so. Any phone seen during this time may be confiscated. Pupils may be asked to collect the mobile phone at the end of the school day or a parent may be requested to collect it depending on the circumstances. Where a pupil continually flouts this rule the school reserves the right to keep the phone securely on site for a longer period of time or request that the pupil involved no longer brings a mobile phone onto school site unless it is agreed that it is left with a member of staff at the beginning of each day.

Misuse of Digital Technology and Social Media

The rise of social media and digital technologies has exposed young people to unprecedented opportunities and risks. At St Paul's we appreciate the advantages of such technology but accept that all pupils not only need to be educated regarding its use, but also of its potential impact on others when used inappropriately. The school will not tolerate the sending of inappropriate, threatening, racist, suggestive or abusive messages or material. It is also forbidden for pupils to air extremist views and opinions. Anyone who is found to have sent such a material will be disciplined in line with the Behaviour for Learning Policy. Where an incident occurs off school site, the school reserves the right to take action if it considers such behaviour will have a negative impact on the good running of the school.

Where it is suspected that any electronic device may contain any illegal or inappropriate content, school reserves the right firstly to remove the device from a pupil and then request access to the device in order to ensure the content is not illegal or contravene school rules. Where pupils refuse to provide access to an electronic device then school would view the actions of pupils to be potentially obstructive to school guaranteeing the safety of others. In such an instance, school would manage such an incident on grounds of reasonable suspicion and that by a pupil not allowing school to access their electronic device, the pupil would be doing so to avoid inappropriate material being evidenced. It is a criminal offence to take or distribute obscene material relating to a child. Where a device contains illegal or inappropriate content, the device will be confiscated, parents informed and the police contacted.

Exclusions

The school will only use exclusions (fixed-term or permanent) as a last resort. In discharging their duties, the Headteacher and the Governing Board of Saint Paul's will have regard to the Secretary of State's guidance on exclusions (currently DfE July 2013 guidance) Normally the Headteacher will have responsibility for excluding a pupil, although this may be delegated to a Deputy Headteacher if the Headteacher is absent from the school on the day of an incident for which a pupil is to be excluded. Pupils will only be excluded in cases of a serious breach of the school's Behaviour for Learning Policy or where it is deemed a pupil has persisted in poor behaviour over a period of time, and has shown a reluctance to engage with the support the school has offered. Before a decision is made to exclude a pupil, an appropriate investigation will have been conducted ensuring that all available evidence has been considered. Having considered the evidence, the Headteacher will make a decision based normally on the balance of probability, having regard to any current guidance from the DfE. While wishing to keep parents fully informed of the reasons behind the need to implement a sanction such as an exclusion, school will not involve itself in discussion about any child for whom a parent does not have parental responsibility. Where differing sanctions are applied across a number of children for their involvement in an incident, school will seek to focus on the specific responsibility of the individual child for their actions with their parent or carer. There will be times where different sanctions are applied due to the circumstances and level of involvement of each individual. School will also take into account a pupil's disciplinary record and the level of support a child may already have received in encouraging them to make good choices and decisions in relation to their behaviour. We would also reiterate that sanctions will only be imposed where it is seen as reasonable to do so and does not

breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights).

Fixed Term Exclusion

The Headteacher is permitted to exclude a pupil for one or more fixed-term periods not exceeding 45 school days in any one school year. School will continue to provide work for an excluded pupil whilst that pupil remains on its roll. Parents will be formally informed by letter that a pupil has been excluded. The letter will state the reason for the exclusion, the length of the fixed-period exclusion and a suggested time for a reintegration interview with parents prior to the pupil returning to school. Where parents are unable to be present at the suggested time, they should contact the school to arrange an alternative. It is important that a reintroduction meeting takes place prior to a pupil returning to school so that where necessary the appropriate level of support is put in place. The letter will also highlight the right of parents to appeal to the school governors against the decision made by the school if they feel that decision is unfair or breaches the Behaviour for Learning Policy.

Permanent Exclusion

A decision to exclude a pupil permanently will only be taken when there is clear evidence that:

- the pupil has seriously breached or persistently breached the school's behaviour policy;
- allowing the pupil to remain in school would seriously harm the welfare or education of the pupil or others in the school;
- the pupil has been involved in an exceptional 'one-off' offence which has been committed, such as an act of serious violence or threatening behaviour against another pupil or member of staff; sexual abuse or assault; supplying an illegal drug or carrying an offensive weapon: or any other one-off offence deemed by the Headteacher to be exceptionally serious.

In arriving at any decision to exclude a pupil permanently, school will make every effort to ensure that the pupil involved has a viable educational alternative and will work with outside agencies to allow this to happen.

Re-directing a pupil's education to another educational establishment

Where it is deemed appropriate, school may redirect a pupil's education to another educational establishment that, in the school's view, would be able to offer more appropriate provision and support. Redirecting a pupil's education may be implemented on either a fixed term basis or a longer, more open ended, arrangement. Where a pupil is educated at another establishment as a consequence of having their education redirected, that pupil will be dual rolled between that establishment and school. St Paul's would continue to operate as the lead school in such an arrangement. In arriving at a decision as to whether a pupil was ready to return from any form of alternative provision, school will take into consideration advice given from the relevant establishment.

The Pupil Planner

The pupil planner is integral both in terms of contact with parents, and in communication around school. The success of developing positive behaviour habits depends upon the effective monitoring of the pupil planner. Central to this process is the need to provide pupils with the opportunity to reflect upon their own school performance; and the information required to make this a meaningful experience is collated within the planner over the course of the week as a pupil moves from lesson to lesson.

Pupils will reflect on their progress and behaviour in form time and will be involved with their Form Tutor in a coaching conversation to set relevant targets and goals for improvement. Planners will be monitored each week by the Form Tutor who will be looking to identify or confirm a number of points:

- that the planner is free from graffiti and is being kept in a tidy manner;
- that comments made by other members of staff are responded to in an appropriate way;
- that comments made by parents are responded to in an appropriate way;
- that they are communicating as Form Tutor with parents upon any school-based issue which it is felt would be best communicated through the planner;
- they are monitoring the awarding of stamps or official sanctions; that pupils are referred on to the relevant members of staff, either in recognition of effort above expectation, or to address concerns regarding underperformance.

It is essential that pupils have their planners with them at all times while on school premises: this includes prior to the school day, lunchtimes and breaks as well as after school for any students who choose to remain behind to be involved in a supervised activity or to work in the library. Any pupil forgetting their planner will be issued with a temporary planner sheet for that day. Pupils who forget their planner will have sanctions put in place.

Parents and guardians also have a key role in the monitoring of their child's planner. It is expected that parents will:

- inspect their child's planner each week;
- encourage their child to keep the planner clean and up to date;
- take note of the number of positive green stamps;
- discuss with their child any issues arising out of the child receiving red stamps;
- use the appropriate parents' section to communicate with school.

Any pupil who is outside the classroom during a timetabled lesson will be expected to have a note in his or her planner from their teacher who has responsibility for the lesson that he or she should be in. Where this is found not to be the case, then the pupil will be returned immediately to that lesson.

No personalising of the pupil planner will be allowed. Pages should not be removed from the planner, nor folded over or torn. The planner must be kept as if it were a pupil's best exercise book and all pages should be clearly readable. Pupils who do have pages missing or who graffiti their planners will be referred to their Year Leader and will be asked to purchase a new planner. The planner is not optional and any pupil who fails to have a planner in school may be placed in either detention or even the Reflection Room if the problem persists.

Expectations in lessons

At St Paul's, pupils are set aspirational targets so that they are challenged to fulfil their potential. It is essential that an orderly and effective learning environment is maintained so that pupils are fully supported to meet this aim.

It is expected that pupils in lessons should:

- arrive on time in correct uniform;
- have their planners and equipment out on their desk;
- have mobile phones switched off and in bags;
- listen attentively and follow instructions from staff;

- work at least to meet their target grade;
- take pride in presentation;
- make positive contributions to class learning;
- respect others' opinions;
- never make others feel unsafe or threatened by their actions;
- complete all independent study tasks;
- leave the classroom in an orderly fashion;

Expectations around school

It is equally important that pupils conduct themselves properly when moving around the school site ensuring they take responsibility not only for their own health and safety but also that of others.

Pupils outside lessons should:

- be polite and show respect for other people;
- follow instructions from all staff;
- wear school uniform correctly;
- look after school property and care for the environment;
- observe procedures in corridors such as one way systems and where possible walking in single file;
- remain in their allocated year group zones during unstructured time;
- only eat and drink in the allocated places;
- walk around the school sensibly and quietly showing care and concern for others;
- avoid using mobile phones or headphones;
- be punctual to school and to all lessons.

Pupils on-site after school should:

- have permission from parents to remain on the school site;
- be fully aware and able to comply with their travel arrangements home;
- only be in an area of the school that is supervised by an adult;
- be polite and show respect for other people;
- follow instructions from all staff;
- look after school property and care for the environment;
- only eat and drink in the allocated places;
- walk around the school sensibly and quietly.

Rewards

Rewards will be seen in the whole-school context of having high expectations of pupils. Integral to the philosophy of Saint Paul's is the importance of all teachers praising pupils when they demonstrate behaviour that goes beyond expectation. Praise should be meaningful and be used to build confidence and self-esteem as well as encourage and inform further improvement. This may be recognised in a number of ways.

- verbal praise;

- through display in departments or around school;
- a praise stamp (green);
- referral to Head of Department/Head of Faculty;
- referral to Year Leader, attached Senior Teacher, Deputy Headteacher or Headteacher;
- recognition in assemblies and whole school awards evenings;
- a letter or postcard home;
- a phone call or e-mail home;
- meetings with parents.

Use of departmental stamps

The first formal phase of the reward system is managed by subject teachers within their departments. Curriculum areas will each have their own personalised stamp which may be awarded to pupils regardless of their age, ability or gender, provided that they display appropriate levels of commitment, effort and attainment in relation to their target grades. When a pupil demonstrates Behaviour for Learning that goes beyond the expectation that St Paul's has for its pupils, he or she will be rewarded with a positive stamp in the student planner. Stamps will be awarded one at a time and will recognise the contribution that a pupil has made and the Learning Talent they were exercising in order to be successful. While it is possible that a pupil may be awarded a number of stamps within one lesson, each stamp will be for a specific achievement. An example of this might be where a pupil has shown excellent participation within a lesson but has also produced an outstanding piece of independent study for homework. A member of staff may decide to award stamp to a pupil who has:

- consistently worked hard and persevered to meet his or her St Paul's target;
- made a sustained contribution to the learning of a lesson;
- shown exceptional care and concern in supporting others;
- completed outstanding home learning.

The awarding of stamps is also of great importance around the school as these will also be used to reward all significant contributions to the school community outside the classroom. A member of staff in school might reward a pupil who:

- supports the school on an information or open evening;
- shows exceptional care and concern in supporting others outside lessons;
- makes a significant contribution to a charity or in fundraising efforts;
- takes responsibility for the care of the school environment;
- presents a positive image of the school in the local community;
- makes a substantial contribution in extra-curricular activities.

Leadership Group involvement

Tutor time is also used to recognise effort and achievement and to reward those who have made the commitment to develop their skills and talents. Senior Staff are attached to each of the year groups. During tutorial lessons Year Leaders and Leadership Team members will operate from their offices and will be available to receive pupils from their attached year group who are referred to them by Form Tutors. Pupils will be sent with their planner to be praised. No more than three pupils from a form group will be referred within one lesson. Pupils might be sent for the following reasons:

- they have successfully achieved a certain number of green stamps;
- they have achieved a full half-term without any negative stamps;

- they have shown significant improvement on their past performance;
- they have made a significant contribution to a form group activity
- they have represented the school in an exceptional way
- they have shown outstanding care and concern for others

Those pupils who make exceptional progress will be referred to the school governors, who on their visits to school will congratulate pupils and reward them with their own Governors' stamp.

Major Award Ceremonies

At the end of each term the school will seek to recognise those pupils who have sustained excellent effort or contribution. Pupils who have received most green stamps over the course of that term will be rewarded at assemblies as long as they have not served a period in the Reflection Room or been excluded from school.

Those pupils who have earned most green stamps over the course of the year will be nominated for the PTA award at the annual awards evenings in September.

Sanctions for inappropriate classroom behaviour

All pupils have responsibility for their own behaviour. Where good choices are made, pupils are rewarded for their good decisions. However, where the behaviour of pupils does not comply with school expectations, then they should be prepared to face the consequences. There is an alternative structure in place for negative behaviour which clearly outlines the actions to be taken when specific behaviours occur. This applies both to inside the classroom and to the school environment in general. If a pupil breaks a school rule then he or she will move to the identified level of the system and the appropriate sanction is applied. Where a pupil's behaviour is considered extreme, then he or she will move immediately up the levels depending on the seriousness of the actions.

Within the classroom

At the start of all lessons pupils are told to make uniforms perfect, and to get out planners and equipment. This is designed to take some of the face-to-face conflict away from addressing individual pupils. Where a pupil chooses not to spend his or her time operating within the rewards framework and working to meet the basic expectations of the school, he or she can expect the following to happen:

- When it is observed that a pupil is not meeting expectations, the teacher will remind pupils of what is required by the whole class, praising those pupils who are working well. Verbal warnings will not be given as a blanket warning to a class because of the actions of individuals.
- Where poor behaviour continues, a specific verbal warning will be given to the pupil concerned, clearly identifying what it is the pupil is expected to do. The planner will be removed from the pupil's desk and placed on that of the teacher. If the behaviour of the pupil improves no further sanction takes place.
- A pupil who continues to behave unacceptably despite being given a first verbal warning will receive second warning. This must be recorded in the sanctions section of the pupil planner by use of a red stamp identifying the nature of the negative behaviour. Where possible the pupil will be moved within the classroom even if this involves having to change places with another pupil.
- If the pupil continues to misbehave following the stamping of his or her planner, then the pupil will be removed from that lesson and sent to the Reflection Room. Where possible the pupil should be sent with the work from the lesson from which they were removed.

- The teacher responsible for removing the pupil from their lesson will record the detail of the incident on SIMS immediately after the lesson has ended.
- If the pupil argues when warned, or refuses to follow instructions, he or she can expect to be moved immediately to the next level of sanction.
- Where, in the opinion of the member of staff present, a serious incident occurs, a pupil will be sent to the Reflection Room immediately.
- Following a pupil having to be sent from a lesson to the Reflection Room, a sanction of a lunch time detention may be implemented unless there are extenuating circumstances to be taken into consideration.
- If there are further instances of a pupil having to be sent from a lesson to the Reflection Room then more sanctions would be implemented, increasing in severity depending on the number of occasions a pupil has had to be asked to leave a lesson as a consequence of their behaviour (see Reflection Room).

The initial verbal warning, though not recorded, has three clear purposes. The first is to indicate to the pupil that his or her behaviour is unacceptable; secondly, it highlights the expected behaviour; and thirdly, by removing the planner from the pupil's desk, a link is made to the more serious second warning, which will be formally recorded. The pupil should recognise the fact that a verbal warning has been given as his or her planner will have been physically removed and placed on the desk of the teacher. It is anticipated that many pupils will receive the occasional verbal warning in their time at Saint Paul's. This is regarded as part of the learning process and as pupils become more mature and self-disciplined, the majority of pupil/teacher contact is expected to be positive and motivational.

Each member of staff has the responsibility to work consistently within this policy. While teachers should have high expectations, pupils should not be removed from classes for seemingly trivial reasons or sent out to work on corridors. Where pupils disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful, then the teacher must apply the agreed sanctions systematically. Where a pupil shows reluctance to respond, he or she must be removed from that class. Where a pupil does not follow instruction to go to the Reflection Room, a senior member of staff will be called to that lesson.

Once the whole-school sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow-up' strategy to allow a pupil to access his or her next lesson. Each case should be viewed individually, as the learning need of each pupil varies enormously and it is important that a degree of flexibility is evident.

Time Out Cards

Pupils are issued with Time Out Cards for a wide variety of reasons. Any pupil in possession of such a card has permission to leave a lesson if they show the card to their teacher. Staff should not challenge a pupil who shows a card and should allow them to leave the lesson. It is important that staff do not question pupils due to the sensitive nature of the reasons why a pupil may have been allocated such a card.

Any pupil who is issued a card has the responsibility to:

- remove themselves from situations that he or she might find distressing or difficult to cope with;
- avoid confrontation with other pupils and staff;
- go immediately to a designated member of staff or area of the school;
- ensure that other pupils do not use the card;

- return the card after the period of time for which it has been allocated has elapsed.

Where staff feel a Time Out Card is used inappropriately, they should inform the relevant Head of Year/ Chaplaincy Assistant who will investigate the concern.

Medical Cards

As with the Time Out Card, any pupil in possession of a Medical Card has permission to leave a lesson, without having to give a reason, if the card is shown to the teacher. Again these instances will be handled sensitively due to the possible circumstances behind a pupil requiring this provision. The pupil has similar responsibilities to those pupils who carry a Time Out Card and again, if staff have a cause for concern as to how the card is being used, they will inform the relevant Head of Year/ Chaplaincy Assistant or seek advice from the School Nurse.

The importance of modelling expectations

“Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity.”

Timothy 4:12

“Shepherd the flock of God that is among you, exercising oversight, not under compulsion, but willingly, as God would have you; not for shameful gain, but eagerly; not domineering over those in your charge, but being examples to the flock.”

Peter 5:2-3

The school recognises the importance of leading by example and that modelling high expectations is essential in delivering a positive behaviour management strategy. All school staff should avoid:

- negative comments, especially about a person;
- punishing a whole group;
- treating pupils differently;
- threatening and not carrying through those threats;
- imposing excessive sanctions ;
- referring a student with a request for a specific sanction to be imposed, such as “I want David put on detention”;
- aggressive shouting;
- belittling pupils;
- ridicule or humiliation;
- comparing pupils with their siblings;
- causing intentional embarrassment;
- labelling the child instead of challenging the action or behaviour.

Reflection Room

Inclusivity is a strong feature of St Paul’s Catholic School, and we strive to avoid exclusions where possible. However, as a consequence of gross disobedience or making others feel unsafe, it is sometimes necessary to exclude a pupil from learning, not only for the benefit of others, but also to serve as a message that such extremes of behaviour will not be tolerated.

Where a member of staff has followed the school’s behaviour policy and considers that it is no longer appropriate for that pupil to remain in the lesson, the pupil will be sent to the Reflection Room. The pupil will remain in the Reflection Room for the duration of the lesson from which they have been

sent. Pupils will normally return to their following lesson. On arriving at the Reflection Room, pupils will be asked to give the member of staff supervising their mobile phone which will be returned to the pupil when they leave. An e-mail will be sent to their parents of that pupil informing them that their child has been removed from lessons. In the first instance, the pupil may receive a detention as a consequence.

Pupils can expect sanctions to continue to escalate if conduct continues to fall short of expectations. Sanctions may include the use of after school detentions, more extended periods of use of the Reflection Room and ultimately the use of fixed term exclusions where a pupil has persistently breached school rules.

Where a pupil fails to comply with a sanction they can expect to be moved immediately to the next level. A pupil absent when a sanction has been set will normally be expected to complete the sanction upon his or her return to school.

When a pupil is sent to the Reflection Room and a sanction implemented, this is recorded centrally with this data being reviewed on a half termly basis. The purpose of such data informs interventions by staff to support pupils in managing change in their conduct. Pupils are expected to reflect on their behaviour and consider how they may have managed themselves differently to avoid their behaviour impacting on others. Where poor behaviour is persistent and the pupil concerned has been directed to the Reflection Room on multiple occasions then interventions will be put in place. Initially this may be with a Chaplaincy Assistant or Year Leader but where concerns persist this will be escalated to the level of Pastoral Manager.

Managing misdemeanours around school

Pupils are expected to follow all reasonable instructions from staff around school. All adults have the responsibility of caring for pupils while they are on school site and it is expected that pupils pay all staff the appropriate levels of respect this role deserves.

The health and safety of pupils outside the classroom is paramount. It is expected that pupils conduct themselves sensibly and with consideration for others. Where pupils behave in such a way that they compromise the safety of other members of the school community, they can expect sanctions to be implemented. Sanctions in addressing poor behaviour will be proportionate to the seriousness of the incident and will be applied systematically depending on the nature of what has happened. In the first instance a pupil may be sent to the Reflection Room in response to a one off incident. When a pupil persists in inappropriate behaviour, a pupil may have lunch and break times withdrawn for a fixed period of time or may be restricted to certain areas within school. Where an incident is considered serious, a decision may be taken to place a pupil in the Reflection Room for a longer period of time or be excluded from school if it is deemed such a sanction is necessary.

If a pupil is involved in instigating or inciting poor behaviour in others, this will be dealt with as if the individual concerned had been actively involved in any negative behaviour that arose as a consequence of their provocation.

Where groups of pupils are collectively seen to be refusing to cooperate with staff, all pupils present within that group will be expected to accept responsibility. School reserves the right to exercise the concept of Joint Enterprise when necessary in dealing with situations where a pupil may either remain with others, or moves to be with others, knowing that the actions of those with whom that person involves themselves are a breach of school rules and fall short of school expectations. This will be dealt with by issuing appropriate sanctions to the individuals involved, regardless of whether it is possible to exercise these sanctions across all members of a group.

Collating information

The information regarding both positive and negative behaviours will be collated in form time by the Form Tutor. This information will form the basis of a coaching conversation with pupils and will contribute to a running record of a pupil's progress over an academic year. At the end of the academic year this record will be wiped clean to provide the pupil a fresh start. An exception to this will be where a pupil demonstrates more serious concerns regarding behaviour, and his or her performance therefore needs to be monitored across academic years.

In terms of achievement, totals of stamps are also collated collectively within form groups. Whole form groups can be rewarded for their combined effort in comparison with other form groups within the same year group.

Monitoring and Review

The working of the policy will be monitored by the Headteacher and a report made to the Governor's 'Curriculum & Teaching Committee each term. All exclusions will be reported to the Committee in the termly report. This policy will be reviewed annually by the St Paul's Governors' Resources and Personnel Committee.

Review: 2020-2021 by the Governors' Resources and Personnel Committee