



St Paul's Catholic School

Behaviour Policy

September 2021

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1. Rationale

The purpose of the school's Behaviour Policy is to ensure that school is conducted in a safe and secure environment in order that each student fulfils his or her God-given potential. The dignity of each person created *in the image and likeness of God* is enshrined as a fundamental principle of this policy and so too is the rich understanding of Christian forgiveness and reconciliation.

*'This is what the Lord asks of you:
To act justly;
To love tenderly;
And to walk humbly with your God'*

The school prayer focuses on the inherent dignity of all in our community, and underpins our approach to behaviour management. Based on its teaching, we encourage and expect respect, fairness and a consideration of the needs, views and feelings of others to be paramount within our school community. Through effective partnership with parents, we seek to create an atmosphere of high expectations and good behaviour. Our Home-School agreement seeks to outline this partnership *Appendix 1*

As a school our role model is Christ and we seek to replicate all that Jesus taught in our actions and relationships with others. All members of our community should aim to conduct themselves in such a way that these values are witnessed in all that is said and done. We try to fulfil Jesus' instruction: "love God and love your neighbour as yourself."

Accordingly, we expect each member of the school 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. As members of God's family through baptism we recognise our call to love and service and to the Common Good. Through the act of forgiveness we aim to empower students to learn from their mistakes and to make the right choices and decisions in their future.

Every adult within the community of St Paul's Catholic School has a responsibility for promoting and maintaining high standards of behaviour and to model courtesy and respect - this includes parents, guardians, governors and other visitors to the school.

2. Responsibilities

The Governors will provide a good learning environment which promotes the student's spiritual and moral development within a catholic ethos, where each student can feel safe and valued as well learn self-discipline, respect and care and concern for others.

The Principal in consultation with students, staff and parents will review the Student Behaviour Policy annually and consult with the school Governors about any changes.

3. Scope of policy

The policy applies to Years 7-11 and to the Sixth Form. This policy should be read in conjunction with the school's Anti Bullying Policy, Attendance Policy, Safeguarding Policy, Drugs Policy and Positive Handling Physical Intervention Policy as well as the school's Equality and Diversity Statement.

The policy will ensure

- The school is characterised by gospel values and that students and staff are able to work effectively together
- That the needs of all especially the most vulnerable are recognised
- That students are treated as individuals and that systems are operated with compassion
- That there is a clear understanding of the discipline process for students, parents, teachers and governors as well as appreciation for the rationale behind this process
- That good behaviour self-discipline and respect for others are valued and developed in students
- That behaviour in and outside class promotes good learning including also to and from school
- That bullying is not tolerated and is dealt with effectively

- That all students, regardless of protected characteristic', receive reward and praise

4. Rights and Responsibilities

4.1 The school has the right to:

- expect all students and parents to work in partnership with the school in order to maintain its catholic ethos and an orderly and caring environment that provides an effective climate for learning
- expect all students and their parents to respect the rights of other students and adults in the school
- expect the highest standards of older students in setting an example to others
- enforce the Student Behaviour Policy, including all rules and sanctions
- refuse to accept confrontational, violent or threatening behaviour, or abuse by students or parents
- take firm action against students who harass or denigrate teacher or other school staff on or off the premises and where necessary to engage external support services.
- expect all students to represent the school well on all occasions including on school journeys, visits and trips.

4.2 The school recognises its responsibility to:

- place an emphasis on supporting, praising and, as appropriate, rewarding students' good behaviour; promote positive behaviour through active development of students' spiritual, moral, social and emotional skills
- consult the school community about the Student Behaviour Policy and the Code of Conduct through focus groups, surveys etc.
- establish, and clearly communicate, measures to ensure good order, respect and discipline
- avoid discriminating against any student on grounds of race, religion, gender, disability, gender identity or sexual orientation
- recognise the importance of the enhanced roles of support staff in implementing the Student Behaviour Policy and to ensure that all staff are clear about their responsibilities in promoting good behaviour;
- ensure that staff receive the necessary professional development on positive behaviour management strategies
- apply sanctions fairly, consistently, proportionately and reasonably, whilst taking account of Special Educational needs, disability and the needs of vulnerable children, but also offering support as appropriate
- take all reasonable measures to protect the safety and well-being of staff and students, 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.
- refuse to accept a student on a school visit, journey or trip should it be judged that their behaviour may not be satisfactory or pose a risk to the health, safety or wellbeing of others (student or adult).

4.3 The school respects the rights of the students:

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

4.4 The school expects students:

- to abide by school rules and classroom expectations
- to follow the instructions of staff
- to accept rewards and sanctions in an appropriate way

- to act as positive ambassadors for the school when off the school premises and on the way to and from school
- not to bring inappropriate or unlawful items to the school or things banned by the school
- to show respect to all school staff, fellow-students, school property and the school environment
- not to belittle, harm or bully other students or staff
- to co-operate with, and abide by, any arrangements put in place to support their behaviour, such as Reports, Pastoral Support Programmes or a Parenting Contract.

4.5 The school recognises the rights of parents to:

- contribute to the review and development of the school's Student Behaviour Policy
- be kept informed about their child's progress, including issues relating to their behaviour
- have their children kept safe, secure and respected in the school
- have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary
- appeal to the Principal, Governors, and beyond that to the Independent Review Board (IRB) of the Local Authority, 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 convened by the Local Authority.

4.6 The school expects parents to:

- respect the school's Student Behaviour Policy and the disciplinary authority of school staff
- help ensure that their child follows the reasonable instructions of all 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 Disability or Special educational needs (D/SEN) 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 including responding to the school's letters/emails/phonecalls in a timely manner
- attend meetings at school, if requested, to discuss their child's behaviour
- adhere to the terms of the 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 the reintegration interview with the school at the end of a fixed-period exclusion.

See Appendices for the Home-School Agreement

5. Code of conduct for students

The Code of Conduct together with the Home School Agreement, the uniform list (including how we wear our uniform) and the Internet Use guidance form the main school disciplinary codes and rules for students and Expectations in Lessons. These are supplemented with our **Choice-Chance-Consequence** protocols (see part 2 of this policy) and the Parents Handbook given to all new parents on entry to the school and annually updated.

The school recognises that not all situations can be recorded in detail in a policy and that the reasonable day-to-day instructions of the Principal and other staff given delegated responsibility by the Principal in a given situation, form the Rule in a particular circumstance. It is the expectation that all students obey staff instructions about particular circumstances / situations.

5.1 Mobile Telephones (or equivalent portable internet devices)

Mobile phones are not permitted in school for Years 7-11. Phones can be handed into the school office for safekeeping and collected at the end of the day. They are not to be seen or used on the school site. Any phone seen during this time will be confiscated and parents will be asked to collect it. An

afterschool detention will be set for anyone who has their phone confiscated. In order to safeguard the child, we will text parents on the day the phone was confiscated should this have an impact on how the student gets home. Should a student have their phone out and refuse to hand it over when asked, this will result in a Fixed Term exclusion. A student who has their phone confiscated more than once in a term will also be sanctioned. Students should never use their phones to contact their parents during the school day, if we find this has happened the procedures above will apply.

The school's Safeguarding policy contains further advice about expectations about student and adult safety. Students who do not adhere to the school's Safeguarding expectations will be subject to disciplinary sanctions.

The Sixth form are permitted to use mobile phones in the Sixth Form Common Room only.

5.2 Conduct outside the school gates/ beyond the school day

The school uses the right to discipline students 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 students for misbehaviour when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- visiting shops
- in some other way identifiable as a student at the school

The school may discipline students for misbehaviour at any time, whether or not the conditions above apply, if it is felt that it:

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

5.3 Conduct on-line including emails

The school will seek to address and may discipline students for misbehaviour on-line or by email in whatever format that causes hurt to another member of the community (student or adult) or brings the school into disrepute. This might include unpleasant comments which are derogatory, threatening or abusive, sexist, or materials of a sexual nature which have the effect of demeaning or embarrassing others. Should such conduct constitute a crime, it may be referred police. This matter is further covered in both the school's Anti-Bullying Policy and its Safeguarding policy.

The school expects all students to treat other students with respect and courtesy when online either in social media platforms or private messages. Parents are expected to set clear expectations for their child's online behaviour and broadly speaking to supervise their child's online activity.

Students must not join in bullying or the criticism of other students overtly or covertly. "Liking", sharing or showing offensive material is also completely unacceptable. Students who become aware that another is being targeted or bullied online should report this to their Form Tutor or Head of Year immediately. Where possible they should screen shot or photograph any offensive material to show to the teacher so that this can be addressed to the person originating it. Students should then remove themselves from the "forum"/ "chat"/ "story" etc.

When dealing with complaints about online activity the school may require students to show the contents of their online platforms (message boards, stories, forums etc) internet history, downloads etc. Failure to cooperate with such a request will be taken as a presumption that the student had something to hide. Parents are expected to support the school fully in such enquiries and to support the school if requested to deny their child online access for a fixed period, to calm down a situation or as a punishment for misuse of Internet privileges.

Emailing guidelines for students—The school email system is set up for student and staff use and it is expected that both students and staff use it appropriately. Where the email system is misused, accounts will be suspended.

Guidelines for positive use of emails:

- Emails should not be sent from students to staff between 5pm Friday and 8am Monday. Emails sent outside these times may not be responded to
- Emails should not be sent from students to staff during school holidays or in the evenings unless the member of staff has agreed this in advance
- Students may politely request extra work or support from staff but must do so respectfully.
- Students should never repeatedly email staff or use aggressive language in emails
- Students should not expect staff to respond to emails and should never use emails as the only means of communication with their teachers. The best form of communication is face to face and students are asked to respect staff at all times.

5.4 Sexism and Sexual misconduct

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments. All students have a right to attend school without fear of sexualised comments, sexual harassment or sexual physical contact. Our HSB Charter was agreed by students, parents and staff and is clearly displayed in form rooms and public spaces as well as other posters condemning this type of behavior.

Sexist comments are those which discriminate based on sex, these can be against men and women

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

Sexual harassment can be against female and male and is uninvited and unwelcome verbal or physical behavior of a sexual nature

Sexual physical contact is the intentional touching of someone's intimate parts, or the intentional touching of the clothing covering the immediate area of someone

All staff and pupils are encouraged to call out and/or report this behaviour. Where these types of behaviours are reported by a student or witnessed by a member of staff or student, this will be investigated immediately and parents informed. It may be appropriate to call an allegation through to Social Care and/or the police and this will be done by a DSL immediately. As part of our duty to educate our students we will also

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Create a risk assessment for both the perpetrator and those affected by the HSB

Our RSE and PSHE programmes will cover what healthy and respectful behaviour towards one another looks like

6. Reward

Reward is part of the celebration of a student's talents, commitment and achievement. Reward takes many forms – an affirming word by a teacher, the satisfaction of acquiring a new skill or the enjoyment of learning. It is part of the whole-school philosophy of having high expectations of students. Positive points are to be awarded on a 4:1 ratio with negative points. Integral to the identity of St Paul's Learning Model is that all teachers will seek opportunities to praise students for their behaviour and achievement. Positive Praise will be implemented in a number of ways which typically include:

- Verbal praise or comment on written work
- Praise points
- Good Attendance Certificates
- referral to Head of Department/Head of Faculty
- referral to Year Leader, attached member of the SLT or the Principal
- Principal's Pen
- Subject badges

- recognition in assemblies including through presentation of a certificate
- a letter of praise sent home
- a phone call home

6.1 Praise points will be awarded to students who consistently worked hard to meet any of the categories for example:

- making a sustained contribution to the learning of a lesson
- showing exceptional care and concern in supporting others;
- completing outstanding home learning

The awarding of points 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 student who:

- Takes a leading role in assembly;
- supports the school on an information or open evening;
- take part in a concert, show, play or other performance;
- Represents the school in a Sports team
- 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.

6.2 Major Award Ceremonies

At the end of each academic year the school will seek to recognise those students who have sustained excellent effort or contribution. Students who have received Certificates through the year will typically be presented with their award during an assembly, either during the school day or after school.

7. Disciplinary Sanctions-to be read in conjunction with our Choice-Chance-Consequence protocols (see part 2 of this policy)

7.1 The school aims to ensure that the student who has done something wrong is able to learn from their mistakes as well as accept the consequences.

The school will discipline students whose conduct falls below the standard that can reasonably be expected of them. The school will resort to this course of action as a consequence of a student misbehaving, refusing to follow a school rule or refusing to comply with a reasonable instruction given to them by a member of its staff. The school will try to ensure that the student understand where they have gone wrong and is given the opportunity to apologise and to learn from their mistake

All students are encouraged to take responsibility for their own behaviour. Where good choices are made, students are rewarded for their good decisions. However, where the behaviour of students does not comply with school expectations, then correction and sanctions may apply. This applies both to inside the classroom and to the school environment in general. If a student 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 student's behaviour is considered extreme, then he or she will move immediately up the levels of sanction depending on the seriousness of the actions.

7.2 Disciplinary sanctions can also be applied in instances where a student may attend another establishment for a particular educational provision as well as to other situations where a student may not be on the school premises and not under the direct lawful control of a member of its staff. The school would also seek to impose a sanction where a student fails to comply with a previous penalty imposed on them for an earlier incident.

7.3 Sanctions in all instances will only be imposed where it is seen as reasonable to do so and taking into account any disability, Special Educational Needs etc. The system of school sanctions is explained to all

students by tutors and none of the sanctions that the school might impose are intended to be degrading or humiliating for its students.

- 7.4 Any decision to punish a student will be made by a contracted member of school staff or a member of staff authorised by the Principal (including part time staff, specialist visiting teachers and occasional staff such as Examination invigilators or Supply Agency teachers). The decision to punish the student and the punishment itself being made on the school premises or while the student is under the charge of the member of staff (e.g. on a school visit, retreat, etc.).
- 7.5 The Principal 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 eg on a school trip.
- 7.6 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 student involved, whether the student has any special educational need, any disability or any religious requirement that a student may have affecting them. (Section 91 of the Education and Inspections Act 2006)

8. Safeguarding & D/SEN

- 8.1 The school takes the safeguarding of all students very seriously and information in this section should be read in conjunction with the Safeguarding Policy.

In dealing with matters of discipline, 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.

- 8.2 Early Intervention and Assessment

The school will put in place early intervention to address underlying causes of disruptive behaviour coordinated by the Head of Year and the Director of Inclusion. These might include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have. Staff will also consider the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs or help identify mental health or family problems.

- 8.3 Pastoral Support Plan Meetings (PSPs)

A Pastoral Support Plan will be put in place for any student who has had an exclusion or a series of isolations and is considered to be at higher risk of permanent exclusion. This plan will outline the main areas of concern and the support that the school can offer a student in working with him or her to change behaviour. It is expected that both student and parents will contribute to the plan and will engage fully with the support strategies that it offers. The plan will be reviewed at an agreed date to ensure that it is still relevant and that the level of support is still appropriate to the need of the student. Parents are expected to attend the meetings to set up and review the impact of the Pastoral Support Plan. These meetings follow a tiered process (Levels 1(a), 1(b); 2(a), 2(b); 3) which reflect the level of concern and support required.

- 8.4 Inter-agency working

The school works with a number of services and agencies to help to promote good behaviour and to support behaviour for learning. These include the Educational Psychology Service, CAMHS and the Local

Authority Student Behaviour and Support Service which includes the facilities at Carisbrooke Learning Centre and Millgate Lodge. Where it is felt necessary to put in place an alternative curriculum to re-engage a student then a number of providers are used and each of these has an agreement with the school. This disciplinary code applies to student's behaviour at alternative provisions as to the main school setting.

8.5 Managed Move to another school

In order to make provision for some students who are at risk of Permanent Exclusion, the school is a member of the Behaviour and Attendance Partnership of Leicester City and through this group may arrange a Managed Move of a student to another city school in order to give the student concerned a 'fresh start'. The school also receives such students from time to time and puts in place a Pastoral Support Plan to help their integration to English Martyrs.

8.6 The school will always see to put in place bespoke strategies which meet individual needs. Some typical strategies for helping to manage some student's development needs are:

Time Out Cards

Students are issued with Time Out Cards for a wide variety of reasons. Any student in possession of such a card has permission to leave a lesson if they show the card to their teacher. Staff will not challenge a student who shows a card and will allow them to leave the room.

Any student 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 students and staff
- go immediately to a designated member of staff or area of the school, teacher to email PS to alert them
- ensure that other students 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 will inform the relevant Head of Year/Chaplain who will investigate the concern.

Medical Cards

As with the Time Out Card, any student 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 student requiring this provision. The student has similar responsibilities to those students 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/Chaplain.

9. Managing behaviour around school

9.1 The health and safety of students outside the classroom is paramount and students are expected to follow all reasonable instructions from staff around school including those of additional supervisors before school and at break and lunchtime. It is expected that students conduct themselves sensibly and with consideration for others.

Where students 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 its seriousness.

If a student 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 students are collectively seen to be refusing to cooperate with staff, all students present within that group will be expected to accept individual responsibility. This will be dealt with by issuing appropriate sanctions to individuals involved regardless of whether it is possible to exercise these sanctions across all members of a group.

When investigating a complaint of poor behaviour in class, around the school, outside school or online, students may be interviewed by member(s) of staff and asked to give an account of what has gone on. Staff may ask students to write this down.

If making a complaint about another student's online conduct, the person bringing the complaint is asked to provide evidence e.g. screen shots printed out of the matter which they wish discussed. It should be noted that some online matters may be beyond the remit of the school and parents may be asked to take these to the police directly.

The school will deal with matters of misbehaviour outside school / on transport etc, however any matter relating to violent conduct may be taken directly and immediately to the police.

Verbal or written statements are used to inform teachers' professional judgement, they are not copied or circulated to others.

9.2 Specific Sanctions

The disciplinary procedure will be worked through in a logical and sequential manner by all staff when addressing behaviour that falls short of expectation. Sanctions will be proportionate to the incident they seek to redress. The Governors have agreed that the following sanctions may be used in the school:

- verbal coaching by subject teacher/Form Tutor/ year leader
- moving a student within class
- extra work or repeating unsatisfactory work until it meets the required standard
- short detention at lunch or break
- detention after school
- a school-based community service
- writing a letter of apology
- withdrawal of break or lunchtime privileges for a fixed period of time
- withholding participation in educational visits or sports events
- confiscation or removal of personal items
- paying for, or contributing towards, broken/damaged property
- specific subject report
- pastoral report/cross-curricular report
- report to the Principal or another senior teacher
- removal from a class or curriculum area for a fixed period
- home contact
- placement in "isolation" either in school or at a partner school
- fixed-term exclusion (see below)
- Governors' disciplinary Panel
- permanent exclusion (see below)

The following actions may also be put in place as a response to poor behaviour by an individual or group:

- Pastoral support plan
- strategic move between form groups or subject groups
- managed move

10. Detention

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

Under the Education and Inspections Act 2006 detentions are part of a range of sanctions that the school can apply with a view to regulating student behaviour. It is noted that the school does not have to seek parental permission to set a detention but will endeavour to give 24 hours notice. Parents are notified of a detention through SatchelOne.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the student does not have permission to be absent
- b. weekends - except the weekend preceding or following the half term break; and
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non contact days'.

Where a detention is given outside the school day, parents of the student involved will receive notification 'by any effective method'. This does not apply to detention in normal school hours such as lunchtimes. Parents are notified of a detention through SatchelOne.

10.2 In determining whether a detention outside school hours is 'reasonable', the school will consider whether:

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

10.3 As with the implementation of all school sanctions, staff will act reasonably in giving a student a detention. Staff will take into account the known circumstances in arriving at their decision.

10.4 Where a student is given a lunchtime detention, staff will allow reasonable time for students to eat, drink and use the toilet.

10.5 Afterschool detentions (weekly)

The after-school detention system runs Monday-Thursday and parents are informed of a detention through SatchelOne.

Detentions are arranged in advance. The detention lasts either 30 minutes (C2) or one hour (C3) or until 5pm in the case of an SLT detention. Students are set work by the supervising adult. The majority of routine after-school detentions will work in this manner. Exceptional detentions as set out above in this policy will be implemented only with the specific authorisation of members of the Senior Management Team. Failure of a student to attend a school detention without prior permission from their Head of Year or a member of the SLT will result in a further sanction. Detentions should be served on the date set. Parents should only ask to rearrange a detention in exceptional circumstances.

11. The Zacchaeus Room-Internal exclusion (Isolation)

11.1 Isolation is a sanction used as part of the school's aim to avoid Fixed Term exclusions and the consequent disruption to a student's learning. Additionally, as a consequence of serious or persistent misbehaviour or behaviour which makes others feel unsafe or compromises the safety or education of others, it is sometimes necessary to isolate a student from their peer group. Isolation, either as a formal sanction or as an interim measure to help control or manage a particular situation is used at the discretion of the Principal. There is no requirement for parental permission prior to the use of Isolation.

11.2 The Zacchaeus Room is a functional and purposeful learning environment with a bank of work ready for students to use, however Isolation can take place in any setting deemed appropriate by the Principal on the school site or if necessary in an off-site centre, such as another school.

For the purpose of a formal sanction, students are 'isolated' from lessons and breaks /lunchtime are taken at different times to the rest of the school. At no time is the isolated student allowed to socialise with other students. The duration of the day is from 8.45am to 4.00pm. Students are expected to go immediately to the Zacchaeus Room and not to register with their form or to attend assembly. All students who are placed "in Isolation" must bring appropriate books and equipment for that day. During Isolation the students are required to make a copy of the school's Code of Conduct. Students arriving late without good reason (as determined by one of the Vice Principals) are required to repeat the full day as it is deemed that they have not fulfilled the conditions of their period in isolation. A student who is absent during the course of an isolation session is expected to complete the period of isolation upon his or her return to school. While in isolation students have reasonable time to eat and use the toilet.

- 11.3 Students who meet the expectations of the Zacchaeus Room will return to lessons following their period of isolation. A record of the period of isolation and the reason for which it was imposed is kept in the student's file.
- 11.4 During the period of formal isolation students are expected to reflect on their behaviour and on the reason for which they were isolated. Where poor behaviour is persistent and the student concerned has been on multiple isolations, this would be undertaken by the Head of Year, as it would be likely that the student involved would have a Pastoral Support Plan in place. Parents will be informed of the isolation and the reasons for it by email. This also is designed to ensure that the student reflects on their conduct with their parents/ carers.
- 11.5 Whilst in the Zacchaeus room, students complete a Personal Learning Profile and a Think Sheet. The Think Sheet is a way for the student to reflect on their behaviour that led to the isolation. The member of staff who set the isolation is expected to see the student in order to repair the relationship before returning to their next lesson
- 11.6 Isolation may also be used as an interim measure for example to calm a situation down or diffuse it; to protect a student from coming to harm; to provide an opportunity to investigate an incident or rumour. This could include, for example, a report of a student carrying a prohibited item such as a weapon or similar.

12. Powers of members of staff to detain students 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.

The use of 'reasonable force' will always be used as a last resort by staff. Please refer to our Physical handling policy

13. 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
- Aerosols
- 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 person carrying out a search of a student will be of the same sex as the student. The search will be carried out in the presence of another adult and no student will be required to remove any clothing other than outer clothing. The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising this power.

The school reserves the right to search a student 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.

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 in 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 student refuses to cooperate with a search either of his or her person or property, parents will be contacted. As in an instance where a student does not follow reasonable instructions from staff, the appropriate sanction will be applied. Where it is felt that a student 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 student'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 (8 Section 94 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 in the school general office for collection by either the student or the parent at an identified time, depending on the circumstances.

14. Fixed Term Exclusion

- 14.1 The Principal is permitted to exclude a student for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
- 14.2 Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period- In such cases the legal requirements in relation to exclusion, such as the Principal's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
- 14.3 The behaviour of pupils outside school can be considered as grounds for exclusion in line with this policy in general.
- 14.4 The decision to exclude will be made in accordance with the principles of administrative law, i.e. that the decision is "rational; reasonable; fair; and proportionate." (DfE Guidance)
- 14.5 The School will continue to provide work for an excluded student after day 5 whilst that student remains on its roll.
- 14.6 Informing parents/ carers
Parents will be informed by letter that a student 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 student 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 where possible prior to a student 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 school's Student Behaviour Policy. Parents may appeal an exclusion but may not ignore an exclusion and send their child into school on the day/s of the exclusion.

14.7 Decision

- The decision to exclude will only be taken by the Principal or, in her absence, by a Vice Principal.
- The decision will be taken on all the evidence available at the time
- The decision will be taken on the balance of probability. Where the offence alleged is a criminal act the standard of proof will be that it is “distinctly more probable than not” that the student committed it.

While always having regard to the circumstances of a particular case, the Principal will be likely to use fixed term exclusions in the following kinds of cases. This list does not itemise every offence for which fixed term exclusions may be used but gives an indication of the kinds of cases where it will be used.

- Serious or sustained challenge to the authority of a member of staff
- Bullying including, E-Bullying, harassment or abuse (including on the grounds of gender, race, ethnicity, religion, gender identity or sexual orientation) both to young people and adults
- Persistent or very serious defiance of the school Codes of Conduct
- Persistent defiance of the school uniform rules
- Acts of vandalism or minor physical violence
- Using drugs or alcohol on the school site
- Any behaviour which puts the health and safety of others at risk
- Conduct likely to bring the school into disrepute

The length of the exclusion will be proportionate to the gravity of the offence

14.8 Long Fixed Term Exclusions

Long Fixed Term exclusions of over 5 days will generally be used to enable support to be obtained in assessing, moving or reintegrating a student with severe problems where the alternative would be permanent exclusion.

15. Permanent Exclusion

15.1 The School Policy is in accordance with the Department for Education’s “Statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units”. Sept 2017

15.2 A decision to exclude a pupil permanently will be taken only in response to a serious breach, or persistent breaches, of the school’s behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school. The decision to exclude a student may be based on a single incident which the principal deems to be so serious it goes above and beyond internal school punishments or it may be because of an accumulation of repeated poor behaviour. Before deciding to exclude a full investigation will take place following established protocols.

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

- shown over a period of time that they have chosen not to change their behaviour and that they have consistently failed to engage with the support the school has provided to allow this to happen. (This will have been outlined in a Pastoral Support Plan)
- been involved in an exceptional ‘one-off’ offence which has been committed, such as an act of serious violence or threatening behaviour against another student 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 Principal to be exceptionally serious.

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

15.3 Modifying an exclusion

An exclusion may be extended or made permanent where:

- It was necessary to exclude the student in order to complete the investigation freely. NOTE: It is essential that if new evidence has come to light the excluded student is given the opportunity to respond to it before the exclusion is extended or made permanent.
- The student has also been reported to the police and the result of that investigation provides additional evidence to the school

15.4 Process

Investigation

- The investigation will not be undertaken by the person who will decide on the exclusion unless circumstances dictate this.
- Witness statements will be recorded, signed and dated
- Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated in the normal way but the name will be withheld.
- The person accused of any offence will be given the opportunity to give his/her own side of the story and respond to statements made by others. It is not necessary that there is a face-to-face confrontation with the other parties.

15.5 Decision

- The decision to exclude will only be taken by the Principal or, in his absence, by a Deputy Principal. The power to exclude cannot be delegated.
- The decision will be taken on all the evidence available at the time
- The decision will be taken on the balance of probability. Where the offence alleged is a criminal act the standard of proof will be that it is “distinctly more probable than not” that the student committed it.

15.6 Informing

The following will be communicated without delay by post and/or telephone message as appropriate by the end of the afternoon session:

- The person having parental responsibility for the student
- The Local Authority
- The Clerk to the Governors
- Parents and students are reminded that it is an offence for the excluded student to be in a public place whilst excluded from school. The parents of a student found in a public place within the first five days of an exclusion is liable to receive a penalty notice (The Education (Penalty Notices) (England) (Amendment) Regulations 2012)

Note: If exclusion will prevent a student from taking a public examination then the Chair of Governors will be informed immediately so that s/he can review the decision or convene a meeting of the Disciplinary Committee before the examination takes place.

Work for excluded students

- The school will provide work for excluded students to do at home and make it available on SatchelOne or it can be collected from the school reception.

15.7 Full Time Education

The Principal will make provision for the full time education of students from the 6th day of exclusion.

- If alternative provision is being arranged then the following information must be included with the notice of exclusion where it can reasonably be found out within the timescale:
- the start date for any provision of full-time education that has been arranged for the pupil during the exclusion; the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and
- any information required by the pupil to identify the person he / she should report to on the first day.

15.8 Governors’ Discipline Committee

- The Discipline Committee will be convened in accordance with current regulations by the Clerk to the Governors
It will be clerked and advised by the Clerk to the Governors or a person with experience in clerking such meetings
The Clerk will ensure that all members of the Committee reminded of the legal framework for their hearing. The conduct of the meeting will be in the hands of the Chair of the Committee, in accordance with the rules of natural justice and having regard to any guidance issued by the Secretary of State.
- The decision will be taken by the Governors meeting alone with their Clerk after all parties have had the opportunity to state their case and respond to the point put by other parties

15.9 Reintegration back to School

It is school policy that all excluded students must attend a reintegration meeting with the Principal or a member of the Senior Leadership Team and the relevant Head of Year or Form Tutor on their return to school. Parent/s or carers are expected to accompany the student to this meeting. The date and time of this meeting will be on the exclusion letter sent to parents. The purpose of the meeting is to discuss the incident/s which led to the exclusion and to set targets for the student to ensure further exclusions are avoided. Should there have been a meeting with parents prior to the decision to exclude and it is felt that an additional meeting does not serve any further purpose then the meeting will not take place. The school will also offer various means to help the student achieve the targets. Such support offered might include the following:

- Reminder of the school's Code of Conduct and expectations
- Establishing a Pastoral Support Programme
- Referral to the school social worker
- Referral to a counsellor
- Discussion about alternative educational provision
- Discussion about an alternative curriculum

The reintegration meeting may sometimes include students being placed on report on their return to school in order to monitor their progress. They will meet with their Head of Year daily to check the report and discuss progress.

The school will also if necessary engage the services of the Leicester Partnership school if more specialist support is needed to manage and improve the behaviour of students. These instances are rare, but invariably will range from 2 day a week placements over the course of approximately a term, fulltime placements if a student is at genuine risk of permanent exclusion, (with the view of a managed move to another school) and part/full time alternate provision.

Report system

	Advent Term 1	Advent Term 2	Lent Term 1	Lent Term 2	Pentecost Term 1	Pentecost Term 1
Reports	Thresholds					
Green	20	30	25	50	50	70
Amber	30	40	35	55	60	80
Red	40	50	45	65	70	90

Report Cards

- 1.The thresholds at which a report will be issued will be increased each term to reflect where we are in the academic year-see above. The points will not default to zero but the threshold will be raised at the start of the spring and summer terms.
2. All students on report at the end of a term must successfully complete the report before being taken off Heads of Year may use discretion when evaluating the appropriateness of a student being placed on report.
3. The behaviour of students on report should be exemplary. The consequences are stated on the report cards.

Punctuality and arrival to school each day

- All students must arrive to school and all lessons on time.
- If a student arrives late to school or to a lesson without an appropriate reason (for example a medical appointment, supported by a letter or appointment card), they will be expected to serve a C2 detention.
- If a student is marked as late twice in a week to school or lessons then they will be placed in a C3 detention.

Uniform

For information about the school uniform, please see the school website. Hoodies or any other clothing that is non-school uniform should never be worn under blazers on the school premises. These items can be confiscated by teachers and will be returned to parents/carers if they come to school to pick it up. Students are not permitted to wear excessive makeup, false eyelashes or coloured nail varnish including false nails.

If a student attends school dressed inappropriately, we will contact home and reserve the right to place students in isolation until the issue has been rectified and our expectations have been met.

Prohibited Items

There are a number of items, which are not permitted in school. Possession of these items carries a consequence that students can expect if they are in breach of the rules (see consequence table above). In order to encourage honesty, the consequence for bringing any of these items into school may be lessened if students own up before a search takes place:

- Chewing gum
- Energy/fizzy drinks
- Alcohol
- Matches
- Lighters
- Cigarettes
- Electronic cigarettes ('e-cigarettes' or 'e-lites')
- Mobile Phones, MP3 players and hand-held games consoles
- Laser pens
- Illegal substances
- Weapons including replica items
- Aerosols

Discretion

No behaviour policy or set of protocols can cover all eventualities. The Principal reserves the right to use discretion to help St Paul's students make better choices and learn the right lessons.

Students who do not show, over time, good behaviour, attitude and effort in their lessons will be subject to PSP meetings and targets. On occasion, where things do not improve, students can be directed to attend an alternative provision. Whereas we want to work in partnership with parents, the school has the right to do this and does not need the permission of the parents to do so. Students may also be referred for a Managed Move. Both the alternative provision and Managed move would be discussed at a Level 3 PSP Meeting

Reasonable adjustments

Where appropriate we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, who have specific needs that mean they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means some students need additional support to ensure that they meet the high expectations that we have for all our students.

Supporting our students to be successful

We will support our students to meet the high expectations by offering the following:

- Report cards;
- Pastoral support plans (PSP) to improve their chances of successfully climbing the pyramid;

- Part-time timetables (for a designated period of time) to reintegrate back to a full-time timetable;
- Students who persistently fail to complete their homework are supported with compulsory homework club after-school;
- Additional pastoral support from Pastoral staff
- Regular meetings with parents/carers;
- Additional careers advice and guidance from a specialised careers advisor;
- Peer mentoring from our trained sixth form students;
- Restorative conversations with the teacher who gave students the consequence;
- Reflection letters to members of staff as part of restorative justice;
- Counselling from a trained counsellor;
- Behaviour panel meetings if a student has been in isolation 5 times or more during a term; and
- An alternative provision placement.

PART 2:

Classroom Management by teachers, cover supervisors and teaching assistants.

Choice-Chance-Consequence

Our **Choice-Chance-Consequence** system is in place to foster a good spirit of hard work and cooperation in lessons. This system helps all students to take responsibility for setting the best tone possible for learning in the classrooms around the school. Praise points are regularly given out in lessons to affirm good work and attitudes.

In lessons students are expected to follow the classroom code. Teachers are expected to provide 'Quality First Teaching' to ensure that the differentiated learning needs of students are catered for and that lessons are appropriately structured and engaging.

When it is observed that a student is choosing not to meet the basic expectations, the teacher will have a quiet word with the student concerned. Should things not improve a specific verbal warning will be given to the student concerned, clearly identifying what it is the student is expected to do. The student's name will be written on the board. If the behaviour of the student improves no further action is taken. Should a student have difficulty coping with the environment of the lesson because of their special needs and should a Teaching Assistant be available, it may be decided in consultation with the teacher and SENCO to withdraw that student from a lesson or part of a lesson. Should a student need to be removed from a lesson they will be given into the care of another adult.

A student who continues to behave unacceptably despite being given a first verbal warning will receive a second warning. This must be followed up by putting their name on the board. This is now a C1 and should be recorded on G4S,. Where possible the student will be moved within the classroom even if this involves having to change places with another student.

Should behaviour still not improve, the student will receive a tick beside their name and a C2 is recorded which will result in a 30 minute after school detention. Repeated failure to follow the teachers requests will result in a second tick and a C3 recorded with a one hour after school detention. If a student has to be warned again, On-Call will be requested and the student will be removed from that lesson by on- call staff. The teacher responsible for calling on-call will record the detail of the incident on G4S and alert their HOD. On call with removal will result in an Isolation and HOD are informed in order to follow this up.

Where a very serious incident occurs, On-Call will be requested immediately.

Following an on call, a disciplinary sanction will be arranged for the student concerned by the Head of Department/ Faculty.

Our aim is to establish the highest possible standards of behaviour at St Paul's Catholic School. We feel that the peer culture is an important factor in a student success at school. If our students value the culture of hard work and good behaviour, they will learn more and go on to have improved life opportunities. Unsurprisingly, research has shown that students who practise, put effort into tasks, are motivated and have good attitudes make better progress than those who do not. The converse is true. Where there is a culture of failure or of opting out, this needs to be turned around, so that achieving excellence is seen as desirable.

It is important that the school is always a warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

We have very high expectations of our students and a belief that every student is capable of meeting them. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work and everyone benefits.

Our behaviour for learning system has been developed by learning from the best practice in different schools across the country. It is based on the principle that, once students know the rules and the consequences, they

can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system.

1. Student Code of Conduct

At St Paul's Catholic School and in the local community, students do whatever it takes to help create a safe school and local community which respects the rights of others by:

- listening to all members of staff and following instructions politely and calmly and treating everyone with respect;
- not running or shouting, and being calm in corridors;
- going straight to lessons and holding doors open for others when the corridors are busy;
- never damaging school property, defacing the building, dropping litter or spitting;
- never insulting, undermining or swearing at anyone including never using prejudicial language
- never use sexualised behaviours including inappropriate touching
- remembering they are always an ambassador for St Paul's Catholic School. Leaving school and making their way home in an orderly, responsible way; and when travelling on public transport, students will respect those around them, speaking to others, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to their local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.

2. Classroom Expectations

Every second is precious. Students turn up to lessons on time. If they are two minutes late to each lesson every day that equates to 50 minutes per week and over 32 hours per academic year. Following our classroom expectations is vital so that more time can be spent learning. In order to support students to reach the expectations, teachers guide them to follow the strategies below.

In classrooms, students will:

- Follow instructions the first time of asking.
- Follow the behaviour for learning protocols, allowing teachers to teach and students to learn.
- Work in silence when instructed to do so.
- Stay on task and work hard even when they find work challenging.
- Complete their homework as specified, to a good standard and on time.
- Produce their best work;
- Ensure books/folders to be neat and tidy
- Include the title and date and underline them.
- Not graffiti/doodle on their books/folders/planner.
- Make corrections to their work where highlighted and improve their work after feedback.

Teachers have a seating plan and students sit at the seat they have been allocated. They listen to every single word the teacher says very carefully especially to instructions.

When students ask questions, they always put their hand and wait for the teacher to speak to them. Calling out is never permitted. Even if they have their hand raised, they have to wait for the teacher to choose them by name. If they are confused, or unsure what to do, they should let the teacher finish what he/she is saying and then put up their hand up to ask a question. Questioning is targeted, there is no opt out.

Sometimes students will receive detentions. Sometimes they may even be put into the Isolation Room. This will be because their teachers have decided that their actions were rude or damaging to their education or that of others. Students may think the teacher was unfair. The teacher's decision is final. Students never answer back. Students should keep their eyes on the teacher whenever he or she is talking. They should never turn around or look out of the window or lose focus.

3. The beginning and end of lessons

It is essential that students make their way very quickly and efficiently between classes.

At the end of each lesson, they stand behind their chairs in silence. Teachers will use the last five minutes of each lesson to pack away, ask students questions and get them ready to go off to our next lesson. Lessons start and end very efficiently and calmly at St Paul's. Teachers do not teach right to the very last second and then pack away in a rushed and inefficient manner. Students pack away as instructed. Around two minutes before the end of the lesson, teachers will give students the signal and they stand in silence and teachers will dismiss students row by row.

When they get to the next lesson, students wait outside for the teacher unless they are told to go straight into the classroom. Students should go into the room and stand behind chairs with books out on the table. They never enter a room without the teacher's express instruction. Being on time is a sign of politeness. Being late is rude and disrespectful. Students move along corridors quickly, efficiently and politely between lessons.

4. Toilet visits

Students without medical needs should not use the toilet during lesson times.

- Before school (8.25am-8.45am)
- At break-time (11.10am-11.30am)
- At lunchtime

5. What is meant by good behaviour?

Good behaviour is not simply the absence of 'poor behaviour'. Good behaviour includes aiming towards students' flourishing as scholars and human beings. The following are examples of what we mean by good behaviour:

- Being ambitious and wanting to do as well as possible. Students should seek to extend themselves through additional effort, reading, research and target setting;
- Being motivated to improve and achieve. For example, asking questions to further knowledge, acting as a role model and accepting responsibility;
- Being caring towards others for example demonstrating politeness, care, concern and respect for all other members of St Paul's Catholic School and for members of the general public;
- Being attentive and looking others in the eye when they are talking;
- Being courageous in the face of adversity for example having several more attempts if students think they have failed, attending school even if they feel a little under the weather;
- Being determined to succeed even when things get difficult, for example following instructions, speaking when spoken to and not challenging instructions;
- Being friendly towards others, always saying 'please' and 'thank-you'; holding the door open for others to pass without being prompted to do so;
- Being sympathetic towards others for example asking how they are;
- Being positive, even when things are tough; and
- Being open minded to the views, religions and cultures of others

- Playing their part in keeping the school buildings, furnishings and site in good order, in particular, free from graffiti and litter for example emptying pockets of rubbish before running around at break or lunchtime.

6. Developing Student Character

- Student character is developed through our academic curriculum. We are what we repeatedly do. Schools do influence students' characters with a combination of high expectations, accountability and modelling. Staff feel the best way to reach resilience is to give students challenging work to do; the best way to teach respect and politeness is to model it; the best way to teach students how to be functional, students are expected to be held to account for their behaviour. Our character values at St Paul's are: Resilience, Independence, Curiosity, Reflectiveness, Perseverance and Reasoning.

Here are some practical ways we use to develop student character:

- Teachers encourage positive responses to our questioning and not accepting "I don't know," to encourage resilience.
- Time for deliberate practice activities.
- Periods to struggle during lessons so students develop independence.
- Reading books/tasks that are challenging.
- Reading aloud in class to develop student confidence and improve comprehension.
- Responding positively to academic failure and disappointment encourages the attitude 'I've not failed; I've just found 10,000 ways that don't work'.
- Teachers do not accept poor responses to consequences and they deal with secondary behaviours to develop discipline.
- Teachers reinforce the importance of demonstrating politeness, care and concern for all other members of St Paul's and for members of the public.
- Teachers ensure students uphold and adhere to all rules and routines without question, even when they may feel hard done by.
- Assemblies based on positive character traits and positive role models.
- Teachers define good behaviour.
- Extra-curricular activities develop support and competition between students
- Charity work to develop empathy for others.

Choice-Chance-Consequence

The consequence system is underpinned by five core standards (non-negotiables):

- Arrive to school and lessons punctually and ready to learn
- Maintain a clear focus on learning
- Wear the correct school uniform correctly
- Ensure you are properly equipped
- Complete homework to deadline and to a good standard

To make the system easy for everyone to understand, we have introduced a set of consequences for disruption of learning within the classroom, at lunch and break and on corridors called C1, C2, C3, C4 and C5. A C0 can be used as a warning before starting on the C1-5 process. Examples of behaviours associated with the consequences can be found in the appendices

A consequence may be issued when a student chooses not act safely, respectfully or responsibly or does not accept responsibility for their actions. When determining the consequence to be issued, the member of staff will consider the student's circumstances (including their age and any special educational needs and/or disabilities) alongside the circumstances of the case. The sanction issued will be appropriate to the seriousness of the incident, taking those factors into account. Consequences will generally be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction to be issued. The consequences are described below.

C0: Verbal warning, no name on board

C1: Name on board, record on G4S

C2: First tick beside name on the board, C2 detention issued, 2 negative points on G4S

C3: Second tick beside name on the board, C3 detention issued, 3 negative points

C4: On-call with removal, Isolation set, 4 negative points

C1 A first warning, firmly given. For a C1, a student's name will be listed on the board and recorded in G4S. If no further problems arise, no further action is taken.

C2 This indicates that the student has repeated some disruptive behaviour and is continuing to affect the learning taking place in the classroom. The student now gets a tick beside their name and they are expected to serve a 30-minute detention in the designated classrooms from 3.20pm-3.50pm. The incident is recorded on G4S by the teacher and a follow up Satchel Notification and Go 4 Schools Alert is sent to parents. The Satchel message will be sent at the end of the day. We will assume that parents/carers have received the Satchel Notification. Parents/carers should inform the school immediately if their contact details have changed.

We will take action if students use their mobile phone to contact their parents/carers during the school day in order to protest about their detentions.

Any C2 detentions that are issued always take precedence over other activities (eg after-school clubs or fixtures) and appointments. Only a member of SLT can overrule this.

All C2 detentions should be completed without negotiation. It is the responsibility of the individual student to attend and to use the time productively. Students can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read.

The staff on the rota will supervise C2 detentions.

If the student does not attend a C2 detention, a C3 detention will be issued and parents informed.

If a student receives two C2 detentions in one day, then they will be issued with a C3 detention. If a student receives **more than** two C2 detentions in one day, then an SLT detention will be issued. **If a student receives 4 C2 in one day then a day in isolation be served.**

C3 Students will be issued a C3 for persistently or significantly disrupting learning and for homework not completed on time or completed to a poor standard. If 2 C3's are logged in one day then the student will serve two 1 hour detentions on two different after school sessions. If a student receives 3 C3's in a day then the student will be in isolation for one day. Parents will be notified via Satchel behaviour notification and will run from 3.20pm-4.20pm.

C4 For persistently or significantly disrupting learning

Students will be issued a C4, removed from the classroom and expected to serve a one hour detention, in the designated classrooms from 3.20-4.20pm. The incident is recorded on G4S by the class teacher. Parents/carers will be informed of the C4 Isolation by email. The notification will be made as soon as we can to give as much notice as possible. If a student returns back in to the class, focuses and follows class expectations then a C3 will be recorded.

Students that are removed from the lesson for persistently or significantly, disrupting learning will be issued with a C4 isolation. The class teacher records the incident on G4S and the parents will be informed by email of when the isolation will be served. The notification will be made as soon as we can to give as much notice as possible.

For homework not completed on time or completed to a poor standard

Students will be given an additional evening to complete the work. If the work is then not completed then a C3 will be issued and the student will be expected to serve a one hour detention in the designated classrooms from 3.20-4.20pm. The incident is recorded on G4S by the teacher. Parents/carers will be informed of the C3 detention by a Satchel Notification.

SLT detentions

Senior Leadership Team detentions will be set on Mondays until 5pm. Students will be booked in for a SLT detention when they have not attended a C3 1 hour detention. Progress Leaders and SLT can also book in students for a Monday SLT detention when a behaviour incident is fitting of a more serious detention.

For homework not completed on time or completed to a poor standard

Students will be issued with an extension to produce the homework the next day, if they do not hand in the homework a C3 will be issued and they will be expected to serve a one hour detention in the designated classrooms from 3.20-4.20pm on the notified day. The incident is recorded on G4S by the teacher. Parents/carers will be informed of the C3 detention by Satchel Behaviour Notification.

C4: This is a very serious sanction and signifies that the student has made choices that are unacceptable within our community. It will result in time in our Zacchaeus Room under strict supervision. Students will be required to sit in the room from 8.40am-4.00pm, work in silence and complete the work set. The time in the Zacchaeus Room gives them a chance to reflect on the choices they have made. The Isolation and details of the incident are recorded on G4S. This sanction will involve a letter to the parents and a follow up discussion with the relevant HOD/HOY

Every effort will be made to contact parents/carers to explain why this sanction has been issued, but if contact cannot be made student will still be expected to complete the sanction. Whilst inconvenient there is an expectation that parents/carers make themselves available to attend a meeting if this is deemed necessary. If a student is in Isolation 5 times in one term, then, despite any other strategies already in place, they will be referred to the behaviour panel, led by the SLT Link for the Year group. In this meeting, a review of the student's behaviour and interventions used to date, their success will be discussed, and a plan put in place to identify further strategies to support the student.

C5 This could result in a longer period of time in the Zacchaeus Room, a fixed term exclusion (combined with days in the Isolation Room), a governor behaviour panel, a fixed period of time at Carisbrooke, a managed move to another school or permanent exclusion.

APPENDICES

Behaviours and Consequences

C1: Low level poor behaviour	C2: Repeated offences	C3: Further repeat of C1/C2 offences-	C4: Serious incidents- will result in on-call if in class may be a fixed term exclusion	C5: Extremely serious incidents likely to result in a fixed term or permanent exclusion
C1	C2	C3	C4	C5
Calling out	Poor response to getting a C1 eg: shrugging, comments, smirking	Foul/sexualized language	Persistent defiance over school rules	Drugs-taking/dealing in school or arriving to school under the influence
Off task	Not being properly equipped	Disturbing an exam/poor behaviour in an exam	Defiance-walking away from staff when being spoken to	Alcohol-taking/sharing in school or arriving to school under the influence
Distracting others	Eating in lesson	Failure to complete homework after a brief extended deadline	Truancy	Refusal to comply with confiscation of mobile phone being out in school
Poor effort	Breaking uniform rules including wearing of excessive make-up/ false eyelashes or false nails	Homework not being of an acceptable standard even after a brief extended deadline	Bullying including cyber bullying	Offensive weapons in school
Not listening	Being late to lessons x 2 in a week per subject or x 2 in a fortnight where lessons are once per week	Persistent lateness to school/lessons	Threatening behaviour	Threatening a member of staff or student
	Late to school without an adequate reason	Mobile phone used in school C3	Verbal abuse to staff or students	Using prejudicial language with a history of using it before
		Using prejudicial language with no history of it happening before	Vandalism/damage to property/theft	Sexual harassment or violence

			Smoking incl E-Cigarettes	Actions before during or after school which brings the school into disrepute
			Dangerous behaviour	
			Three confiscations of a phone in one term	

Whole School Detention Procedure

1. Staff fill out Go4Schools for details of incidents and record a C2 OR C3 detention.
2. Detention Admin will check Go4Schools and book C2 and C3 students in to detentions and notify parents via Satchel of the date and time. Detentions are also logged on to Go4Schools.
3. A reminder will be sent to form tutors to remind students and a P5 reminder will also be put on the register
4. Staff will attend their duty detention as per the rota
5. Student's time in detention will start as soon as they arrive
6. Staff fill out the paper register ready to give to SLT on duty. This will then go to detention admin who will alert parents of those not attending
7. Staff fill out the seating plan and bring to the school office at the end of the detention
8. 30 min detention set for C2 incident and 60 min detention for C3 incident.
9. A teaching member of staff and HOD/HOF/PL will be present at every after school on a rota.
10. HOD/HOF/PL will supervise the 60min detentions, whilst all other staff will supervise the C2 detentions.
11. If a student does not attend the 30min detention, they will be issued with a C3 detention by admin
12. If a student does not attend the 60min detention the student will be booked in for an SLT detention
13. If a student does not attend the SLT detention they will be booked in for a day in isolation and will then a SLT detention will be completed on the same day (Monday).
14. An SLT member of staff will be present at the start and end of the detentions.

Points to note:

This replaces all lunchtime detentions

Staff must turn up promptly for their detention

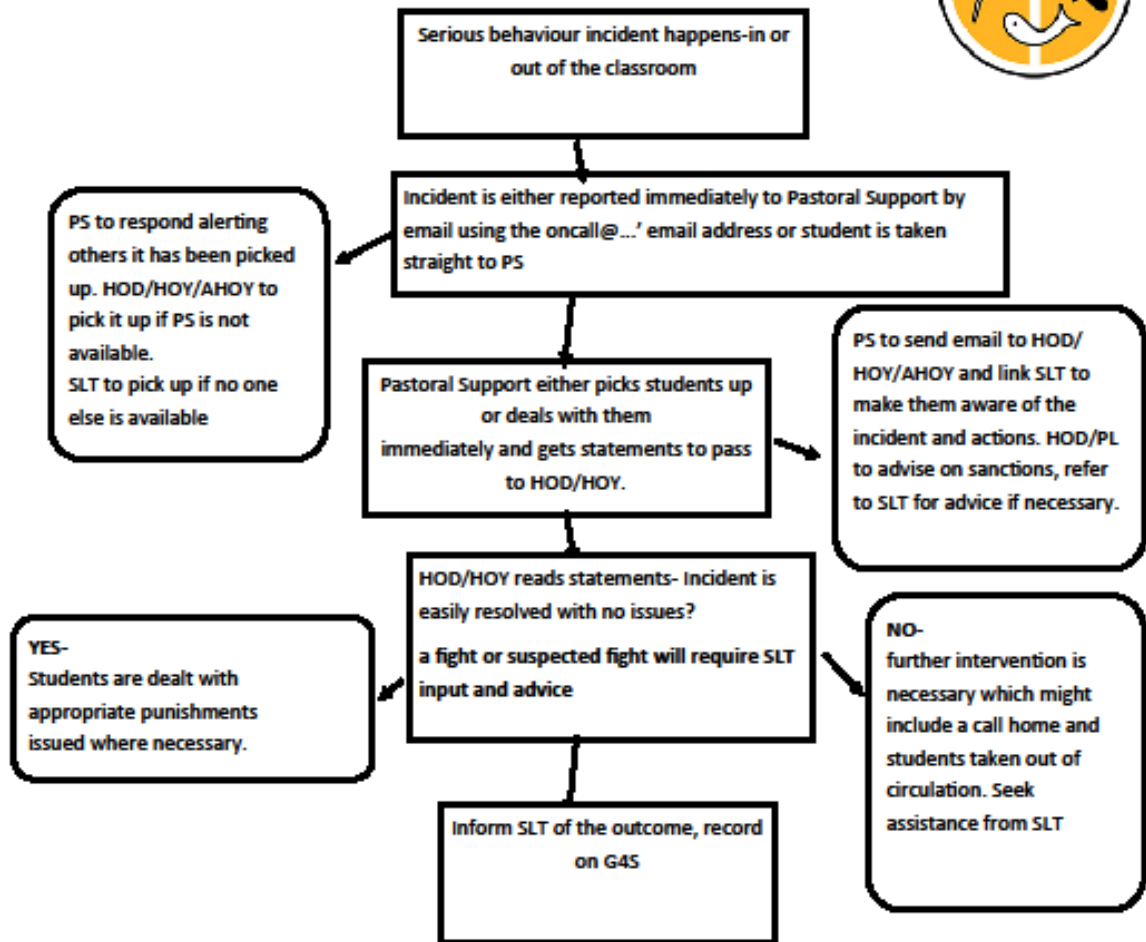
The rules of the detention room must be followed by staff and students

Isolite is now used for pastoral reasons only and set by HOY/AHOY

Years 9-13 students can complete examination based work, Years 7 and 8 must use the pack provided

There is an escalation process for students who are in the detention more than twice per week – PL's should monitor detentions via G4S. AHOY will monitor the lists for their year group and pick up those who appear multiple times. They will liaise with and support HOD where there is a clear departmental issue.

Dealing with significant behaviour incidents



Emailing guidelines for students

The school email system is set up for student and staff use and it is expected that both students and staff use it appropriately. Where the email system is misused accounts will be suspended.

Guidelines for positive use of emails

Emails should not be sent from students to staff between 5pm Friday and 8am Monday.

Emails should not be sent from students to staff during school holidays or in the evenings unless the member of staff has agreed this in advance

Students may politely request extra work or support from staff but must do so respectfully.

Students should never repeatedly email staff or use aggressive language in emails

Students should not expect staff to respond to emails and should never use emails as the only means of communication with their teachers. The best form of communication is face to face and students are asked to respect staff at all times.



Choice-chance consequence

C0: Verbal warning, no name on board

C1: verbal warning, name on board

30 min detention issued,
2 negative points on G4S

C3: final warning, second tick,
1 hour detention issued,
3 negative points on G4S

C4: On-call with removal,
Isolation set
4 negative points on G4S

C5: Sanction agreed with SLT

Definition of terms

Fixed-Term Exclusion

Temporary exclusion from school for between a half day to 5 full days.

Home school agreement

A generic agreement for all students setting out the expected duties of school, student and parents

Isolation

Working in school apart from the peer group.

Managed Move

Organised transfer to another school arranged through the Behaviour and Attendance Partnership. May be considered for students who are struggling with school expectations and for whom it is felt a change of school placement would be beneficial.

Parenting Contract

A specific agreement made with parents about aspects of the provision for their child at home and in school. May involve external agencies.

A Pastoral Support Plan

A plan of support and intervention and review arranged with a student, his/ her parents and staff designed to find the most appropriate support for a student at risk of permanent exclusion. May include formal planning to routine school service and access to additional services.

Report

A paper printed form or card used to monitor a student against specific targets eg punctuality, uniform etc. Students may be placed on report at one of the following levels...Tutor/ Mentor Report, Head of Year or SLT Report.

School detention

30 minute or one hour detentions organised after school. Notice is sent home prior to the detention.

Code of Conduct

At St Paul's School the following simple rules

help us to live together as a harmonious Christian community.

1. Treat all members of the school community with respect and consideration.
2. Never use prejudicial language to staff or students
3. Walk quietly around the school, observe the one-way system and keep to the left in two-way areas.
4. Leave valuable items, and large sums of money, at home. Never bring a dangerous item to school.
5. Treat school property with respect, eating only in specified places and placing litter in the bin.
6. Be on time to school and lessons and come properly equipped.
7. Co-operate with staff in and out of lessons.
8. Never do anything which puts another person's health or safety at risk.
9. Work to the best of your ability and help everyone to learn.
10. Take pride in school by wearing school uniform correctly and representing the school to the best at all times including on the way to and from school.

Lesson Protocol

1. Be punctual to each of your lessons.
2. Enter and leave the classroom quietly.
3. Stand behind your chair at the beginning and end of the lesson.
4. Greet your teacher with "Good morning/good afternoon".
5. Wear your school uniform correctly and ensure you bring the correct equipment/ kit to lessons.
6. Ensure that your bag is placed safely underneath your table.
7. Follow all instructions without comment or argument, completing your classwork to the best of your ability.
8. Treat others in the class with respect and help ensure that everyone else achieves their best.
9. Contribute in lessons asking questions when you need help
10. Tidy away quickly and quietly and stand behind your chair for dismissal

Restaurant & Cafe Protocol

In order to treat everyone with respect in our dining rooms the following rules must be observed:

1. Food purchased in the Restaurant must be eaten there and may not be taken around the school.
2. All food purchased in the Restaurant is carried on a tray.
3. The tables and chairs in the Restaurant remain as laid out and are not to be moved around. When you leave, place your chair under the table.
4. When finished, each person clears his/her own place, using the clearing stations and bins.
5. Bags should be placed safely as directed and never put on the dining tables.

Movement around school

When moving around or socialising at school we do so in groups of not more than 3 or 4 people. Staff car parking areas and the area at the back of the sports hall are out of bounds except during lessons when accompanied by a teacher.

- Be Courteous: Move around school taking care to respect other people and the buildings.
- Be Punctual: Move to lessons immediately the bell sounds. The five minutes between lessons are movement times not breaks and students should not stop to talk to people or congregate.
- Be Organised: Use lockers and water dispensers only before school, at break and lunch time.
- Be Quiet: Move around the buildings and public areas inside and outside in a quiet and orderly way. Walk on your own, not in a group. Do not shout out greetings or messages to other students. Conversations should be at low volume. When waiting outside a classroom for a teacher, students should wait quietly.
- Be safe: Never push people or try to push through a crowd or climb over fences.

Uniform list

All uniform must be worn correctly with care and pride at all times including travel to and from home.

- Black school blazer with school badge
- White shirt buttoned fully to the neck with a school tie
(Optional Summer shirt in Pentecost Term with badge is open neck)
- Black school uniform trousers **OR** * St Paul's black Colchester school skirt (knee length)
- **NO SKINNY TROUSERS, JEANS OR LEGGINGS.**
- Optional plain black v-necked jumper or cardigan. Not to be worn in place of blazer
- Black or white socks, black or skin tights
- Shoes should be all black without logos. **NO BOOTS.**

PE/Dance Kit

- Black leggings
- Black Fleece
- PE Fitness Top
- Multi Sports Top
- Black sports shorts **NO CYCLING SHORTS**
- Trainers
- Football boots
- Shin Pads

The following items can all be purchased via ParentPay and can be collected from the school office

- Ties & aprons
- Lanyard replacements
- Locker keys
- Bus passes
- Stationery

Students cycling to school must wear a cycling helmet.

All items listed should conform to the St Paul's School approved style as available in many retailers and as displayed at the Induction meeting for the Year 6. Please note "Our appearance - how we wear our uniform" on the next page.

Our appearance

How we wear our uniform

All uniform must be worn correctly with care and pride at all times including travel to and from home. Please observe the following instructions carefully.

- The only permitted ear jewellery is a pair of studs, one in each ear in the bottom lobe. Ear stretchers, tapers and plugs may not be worn. Nose piercings are not permitted
- Tattoos and body piercing is not permitted.
- Make-up, coloured nail varnish, false eye lashes and false nails should not be worn in school.
- Hair styles should be moderate and appropriate for school as agreed by the Principal. No haircut should be clipped below '2'. Hair may not be dyed a colour which is not a natural colour.
- No logo other than the school badge is permitted. Only St Paul's badges may be worn on school uniform.
- Shoes should be black. They must be durable and protect the feet from potential accidents in classrooms, design and technology activities and around the school. Boots are not permitted. Please check with your child's Head of Year if in doubt prior to purchase.
- Baseball caps and other hats are not permitted at any time. Scarfs and woollen hats may only be worn in extreme weather conditions (snow). Hats, gloves and scarfs may not be worn indoors.
- Isolite detention is held at lunchtimes for those not wearing their uniform correctly.

Please note that a student who does not turn up to school in correct uniform may be withdrawn from class until the issue is sorted out.

Parents are reminded:

- Of the importance of labelling all items clearly with owner's name
- That variation of school uniform is often attempted by pupils who try to reassure their parents that "*they all do it*". Please ignore such reports unless backed by an official school letter
- That in emergencies, when you are obliged to send your child to school wearing incorrect clothing, a written note of explanation is necessary.

St Paul's Catholic School

Home School Agreement

Aims

- To generate an enthusiasm for learning amongst the students, so that they willingly seek to gain knowledge and understanding about the world around them.
- To provide students with the guidance, information and resources necessary to help them learn.
- To teach students the skills necessary for effective and efficient learning.
- To provide students with a positive learning environment.
- To develop a sense of pride amongst the students, so that they always aim to achieve the highest possible standards of work in all subjects.
- To foster the personal qualities, skills and self-confidence necessary for success in their chosen career and personal life.
- To develop amongst all students a sense of respect for themselves, other individuals, their own and other communities, and their environment.

We believe that these aims are more likely to be achieved if there is a partnership between the school, the students and the parents based on mutual trust, respect and understanding.

As a beginning, we are asking you to commit to an agreement with the school so that all concerned may be clear about our mutual aims and expectations now and in the future.

OUR SCHOOL PROMISE

1. To provide, as far as possible, a secure and welcoming environment built on Christian values and the Catholic faith.
2. Care for each student's safety and well-being.
3. Deliver the National Curriculum and provide a broad and balanced education which aims to meet the individual needs of each student.
4. Ensure that homework is set, marked and monitored.
5. Report regularly to parents and provide opportunities to discuss students' progress.
6. To support parents/guardians through the period of their child's transition from primary to secondary school.
7. Contact parents / guardians if there are concerns about attendance, punctuality, behaviour or progress.
8. Respond sensitively and promptly to any concern or complaint raised by a parent/guardian or student.
9. Provide information and guidance about careers and higher education.
10. Prepare each student spiritually, morally and socially for the world outside St Paul's in order to promote equality and tackle discrimination

PARENTS AND GUARDIANS

1. To support the Catholic ethos and policies of the school.
2. Work with teachers in order to ensure your child is engaged in school and making progress

HOME-SCHOOL AGREEMENT

3. Ensure that your child attends school punctually and with minimum absence.
4. Ensure that your child is properly dressed in correct school uniform.
5. Ensure your child comes to school properly equipped for learning and has money/food to allow them to eat
6. Ensure that your child completes all homework set to the best of his/her ability and in reasonable working conditions.
7. Attend Parents' Evenings and other meetings about your child's progress.
8. Not take your child out of school during term time without the explicit permission of the Principal
9. Advise the school of any concerns or problems which might affect your child's progress.
10. Work constructively and cooperatively with the school to resolve any concerns about attendance, punctuality, behaviour or work and to support the school to promote equality and tackle discrimination

STUDENTS

1. Attend school punctually and with minimum absence.
2. Bring necessary equipment and books including pens and pencils to all lessons.
3. Complete classwork and homework as well as I can.
4. Ask teachers for help when I have problems with my work.
5. Behave responsibly at all times in and out of school following the Choice-Chance-Consequence system.
6. Observe the school rules.
7. Wear my school uniform and be tidy in appearance.
8. Be polite and respectful to others never using prejudicial language or treat another student disrespectfully
9. Conduct myself at all times in such a way as to enhance the school's reputation within the community.
10. Do not have my mobile phone out in school

Signed _____ (Chair of Governors) Date:

Signed _____ (Parent) Date _____

Signed _____ (Student) Date _____

ICT and Internet Protocol

St Paul's Catholic School recognises the wonderful opportunities for learning offered by ICT applications and the Internet. Everyone is expected to use the Internet and all ICT applications responsibly. All students must agree to follow this protocol.

In school

Using the network:

I will only access the network with my personal login and password.

I will treat all equipment with care and respect.

I will report any faulty equipment.

I will not access other people's network area or files.

I will not eat or drink near a computer.

Using the internet:

I will ask permission from a teacher before using the internet.

I will use the internet responsibly and sensibly to help my education respecting myself and others and the schools values.

I will never access rude, undesirable or offensive material

I will report any unpleasant material or cyber bullying to a teacher immediately to help protect other students and myself.

I understand that the school may check my computer files and may monitor the internet sites I visit.

I will not use social network or chat room sites or complete and send forms.

I will not make copies of copyright materials.

Please note that children under the age of 13 are not permitted by law to access Social Networking sites.

Out of school:

I will use the internet responsibly. I will not post pictures or video from school without permission. I will respect others in what I say using email or social networking sites etc. I understand that the school will report any abuses to the proper authorities.

I understand that if I break any of these rules, my login will be denied and there will be disciplinary action.

Student: _____ **Form:** _____

Parent: _____ **Date:** _____

Detention Protocols

Detentions always take precedence over other activities such as after-school clubs or fixtures.

C2 detention: 3.20-3.50pm

C3 detention:3.20pm-4.20pm**SLT Detention 3.20-5.00pm**

- Students line up in silence outside the classroom, waiting to enter.
- A member of the senior leadership team will support in ensuring students are settled.
- Student arrival time is recorded
- Students are seated when told, by the member of staff on duty.
- Students must work silently on either: homework, a task given to them by the member of staff on duty (there is work available in each room), reading.
- If a student talks during a C2 detention, they will receive a C3 detention for the following evening.
- If a student talks during a C3 detention, they will go in to the Zacchaeus Room the following day.
- If you are concerned about your son/daughter and wish to contact school to find out whether he/she is in detention please call
- Students will not be allowed to use a computer without the permission of the SLT duty staff.
- If students wish to ask a question, they must raise their hand and wait for a member of staff to come to them.
- Before the students leave, they must stand silently behind the places and wait to be dismissed.
- Students are dismissed row at a time in silence.

Charter Against Sexual Behaviour

At St Paul's we will:

- Have a zero-tolerance policy towards sexual violence, abuse and harassment
- Educate students and staff in issues concerning harmful sexual behaviour including sexual violence, abuse and harassment
- Ensure that students and staff understand when, where, how and who to report such incidents to
- Never condone, emotional blackmail manipulation and coercion
- Always respond to reports of harassment and sexual violence from a place of support for both the instigator and the person impacted by the harmful behaviours
- Ensure that support services are available in school to provide therapeutic support to all parties
- Treat others with empathy and respect
- Keep talking about rape culture with our family and friends
- Not start or spread sexual rumours about other people
- Call out others when we hear their derogatory or offensive comments but do so with empathy and understanding
- Not take or share photos without the other persons consent
- Not down play sexual violence, abuse and harassment as “banter” or as “having a laugh” for either boys or girls.
- Use an objective, evidence led approach and distinguish between developmentally typical, problematic or harmful sexual behaviours.