

# A Parent's Guide to the St Paul's Catholic School Behaviour Policy



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 their 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'*

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.

Good behaviour is not simply the absence of 'poor behaviour'. Good behaviour includes aiming towards students flourishing as scholars and human beings.

Student character is developed through our academic curriculum. St Paul's seeks to 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.

Character values at St Paul's are: *Resilience, Independence, Curiosity, Reflectiveness, Perseverance and Reasoning.*

## **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.

## **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.

## **Rights and responsibilities**

The school has the right to:

<ul style="list-style-type: none"><li>• expect the highest standards of older students in setting an example to others</li><li>• enforce the Student Behaviour Policy, including all rules and sanctions</li><li>• 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</li><li>• expect all students and their parents to respect the rights of other students and adults in the school</li></ul>	<ul style="list-style-type: none"><li>• expect all students and their parents to respect the rights of other students and adults in the school</li><li>• refuse to accept confrontational, violent or threatening behaviour, or abuse by students or parents</li><li>• expect all students to represent the school well on all occasions including on school journeys, visits and trips.</li><li>• 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.</li></ul>
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The school expects students:

<ul style="list-style-type: none"><li>• to act as positive ambassadors for the school when off the school premises and on the way to and from school</li><li>• 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</li><li>• to abide by school rules and classroom expectations</li><li>• to follow the instructions of staff</li><li>• to accept rewards and sanctions in an appropriate way</li></ul>	<ul style="list-style-type: none"><li>• not to belittle, harm or bully other students or staff</li><li>• not to bring inappropriate or unlawful items to the school or things banned by the school</li><li>• to show respect to all school staff, fellow-students, school property and the school environment</li></ul>
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The school recognises the rights of parents to:

<ul style="list-style-type: none"> <li>• have any complaint they make about their child being bullied taken seriously by the school <u>and investigated</u>/resolved as necessary</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• contribute to the review and development of the school's Student Behaviour Policy</li> <li>• be kept informed about their child's progress, including issues relating to their behaviour</li> <li>• have their children kept safe, secure and respected in the school</li> </ul>
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The school expects parents to:

<ul style="list-style-type: none"> <li>• respect the school's Student Behaviour Policy and the disciplinary authority of school staff</li> <li>• help ensure that their child follows the reasonable instructions of all school staff and adheres to school rules</li> <li>• send their child to school each day punctually, in the correct uniform, fully equipped and ready to learn</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• be prepared to engage with the school to support their child's positive behaviour including responding to the school's letters/emails/phone_calls in a timely manner</li> <li>• attend meetings at school, if requested, to discuss their child's behaviour</li> <li>• adhere to the terms of the Home/School agreement relating to their child's behaviour;</li> <li>• ensure that their child is not found in a public place if that child is excluded from school</li> <li>• attend the reintegration interview with the school at the end of a suspension.</li> </ul>
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## **Student Code of Conduct**

At St Paul's, students do whatever it takes to help create a safe respectful school. The code of conduct says students should:

- Follow instructions politely and calmly
- Treat everyone with respect and good manners
- Greet and speak to your teachers politely and respectfully
- Move around school in a calm and respectful manner
- Be on time to lessons and school
- Never damaging school property or drop litter
- Never insult, disrespect or swear at anyone and never using language which could hurt or offend others
- Never use sexualised behaviours including inappropriate touching

We ask students to follow the **St Paul's Principles:**

**Sit up and listen**

**Think before you speak**

**Please and thank you are compulsory**

**Always hold doors open**

**Use your eyes to make eye contact**

**Listen to others respectfully**

**Speak with manners at all times**

### **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 student, we will text parents on the day the phone was confiscated. Should a student have their phone out and refuse to hand it over when asked, this will result in a suspension. Phones will not be given back to students at the end of the school day. As a concession to the policy, we will return a phone if the student can prove that their bus pass is on it. If we do return a phone for this reason, the student will be issued with an SLT detention by way of a sanction instead. SLT detentions run every Monday from 3.20-5pm. 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.

### **Conduct outside the school gates/ beyond the school day**

The school reserves the right to discipline students who are or are not wearing the school uniform for misbehaving outside the school premises “to such an extent as is reasonable” (Section 90 of the Education and Inspections Act 2006).

### **Conduct on-line including emails**

The school will seek to address and may discipline students for misbehaviour on-line, e.g. via social media or by email for any hurt caused to another member of the community (student or adult) or brings the school into disrepute.

### **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. **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.

### **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 given to the Principal and returned to students at the end of the day unless this is repeated in which case parents will need to collect. Students are not permitted to wear excessive makeup, false eyelashes or coloured nail varnish including false nails.

Students are permitted to wear du rags if they feel they are part of their cultural heritage. Du rags should be black or gold in colour. Headscarves worn for religious reasons should be black.

### **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. Items include:

<ul style="list-style-type: none"><li>• Chewing gum</li><li>• Energy/fizzy drinks</li><li>• Alcohol</li><li>• Matches</li><li>• Lighters</li><li>• Cigarettes</li><li>• Electronic cigarettes ( ‘e-cigarettes’ or ‘e-lites’)</li></ul>	<ul style="list-style-type: none"><li>• Mobile Phones, MP3 players and hand-held games consoles</li><li>• Laser pens</li><li>• Illegal substances</li><li>• Weapons including replica items</li><li>• Aerosols</li><li>• Vapes</li></ul>
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## Toilet visits

Toilets can be used before and after school and during break and lunch. Students should avoid using the toilet during lesson changeover which would make them late to lessons. Students should go straight to class then ask for permission to go straightaway

## Section Two:

**Disciplinary Sanctions- Choice-Chance-Consequence** protocols. *Please see Page 25 - 28 of our Behaviour policy for full details*

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.

Sanctions in all instances will only be imposed where it is seen as reasonable to do so and taking into account any disability or Special Educational Needs .

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 to 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 nonverbal warning before starting on the C1-5 process.

## Detentions

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 Arbor and students will receive a text if we have their mobile phone number. ***Please check the full behaviour policy on our website for full details.***

The after-school detention system runs Monday- Friday and parents are informed of a detention through Arbor. Friday detentions are for those students who have not completed their homework and run until 3.50pm. Students in Friday homework detention should bring their work with them to complete and will have access to a computer.

Parents should only ask to rearrange in detention in exceptional circumstances.

### **The Zacchaeus Room-Internal exclusion (Isolation)**

Isolation is a sanction used as part of the school's aim to avoid suspension and the consequent disruption to a student's learning. Additionally, as a consequence of serious or persistent misbehaviour or behaviour which making others feel unsafe or compromises the safety or education of others, 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.

The Zacchaeus Room is a functional and purposeful learning environment. Students will be sent work by their teachers on that given day in order to ensure they do not fall behind. There is also a bank of work ready for students to use should they need it. 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.

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. and all students who are placed "in Isolation" must bring appropriate books and equipment for that day.

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.

Students whose behaviour is poor in Isolation and where on-call has had to be used may be suspended.

During the period of formal isolation students are expected to reflect on their behaviour with the support of the Pastoral Support Manager on the reason for which they were isolated. Parents will be informed of the isolation and the reasons for it by email. In line with our Home-School Agreement, we would ask that the student also reflects on their conduct with their parents/ carers.

### **Suspension**

The Principal is permitted to suspend a student for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a suspension may be extended or converted to a permanent exclusion. Students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period.

### **Informing parents/carers**

Parents will be informed by letter that a student has been suspended. The letter will state the reason for the suspension, the length of the suspension and a suggested time for a reintegration interview with parents prior to the student returning to school. Reintegration meetings can sometimes be held by telephone

## **Rewards**

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:

<ul style="list-style-type: none"><li>• Verbal praise or comment on written work</li><li>• Praise points</li><li>• A letter/email of praise sent home</li><li>• A phone call home</li></ul>	<ul style="list-style-type: none"><li>• Principal's Pen</li><li>• Subject badges</li><li>• Reward breakfast</li><li>• End of term reward assemblies</li></ul>
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The awarding of points is also of great importance around the school as these will be used to acknowledge and reward all significant contributions to the school community outside of the classroom.

## **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 twice 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.

### **Every minute counts: being late leads to lost learning**

If students arrive late to school or lesson it has an impact on their learning. Having excellent attendance and punctuality is a life skill and is one that we promote at St Paul's to help prepare our students for the future.

**5 minutes** a day equals to **3 days of lost learning** a year

**10 minutes** a day equals to **6.5 days of lost learning** a year

**15 minutes** a day equals to **10 days of lost learning** a year

Should you need more detail on any aspect of this booklet, or you want to simply read the whole behaviour policy, you can find our full policy here:

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