



Behaviour Policy

St. Paul's encourages all pupils to strive for "personal and academic excellence" and therefore, has very high standards of discipline in order to create a positive working environment where all pupils can succeed.

There is an emphasis from all teaching and non-teaching staff on a positive code of discipline with the emphasis on encouragement to do right rather than on prohibition and threat. This is reflected in the School Code. However, sanctions do exist for breaches of the code. Sanctions are not applied in a punitive manner. Sanctions are in place to secure the safety and security of all members of the community; for pupils to accept and appreciate responsibility for their actions and to learn right from wrong, to deter the pupil from repeating that behaviour and signal to other pupils that the behaviour is unacceptable and deter them from doing it. (Learning Behaviour, 2005)

Our mission statement very clearly states that all persons are made in the image and likeness of God and therefore any action that undermines this will incur sanctions.

The Education and Inspections Act 2006 confirms and clarifies the right of the school to impose disciplinary sanctions on a pupil when their conduct falls below the standard which could reasonably be expected of them. These disciplinary sanctions are actions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community.

The School Code and behaviour expectations are printed at the front of the school diary so that pupils and parents may be reminded of it. This is also discussed with, and explained to, parents and new pupils at Induction time and forms part of the Home School agreement signed by them. The School Code is also displayed prominently in all classrooms and pupils are reminded of the contents as part of their PSE programme and throughout the year in assemblies.

The promotion of the code and of good behaviour is the responsibility of all staff and not just Formation Tutors. As well as in lessons the code is promoted on corridors at changes of lesson, at break and dinner-times, and at times of departure from school, by all staff and not just those who are officially on duty. In subject lessons an orderly atmosphere, the development of good work habits in the pupils, and interesting well-prepared lessons should help to avoid that inactivity and boredom, which can sometimes give rise to indiscipline. Pupils have work appropriate to their ability, so that the more able are given opportunities to extend themselves and those with learning difficulties are given achievable goals and suitable support.

If misbehaviour does occur, it should be dealt with immediately. If a problem persists with a particular individual or group it is referred either to the Curriculum Leader in the case of matters affecting work or homework, or to the Formation Tutor. If it is sufficiently serious the matter may then be referred on to the Pastoral Leader, with the possibility of involvement of the member of the Leadership Team, Deputy and ultimately the Headteacher. Rudeness and insolence to staff or aggression towards other pupils are two particular offences, which are always taken very seriously. Much misbehaviour can be prevented by applying the systems of



encouragement, care and vigilance, but some may be symptomatic of deeper problems that will need investigation, consultation with parents and possible support from outside school. There is a separate school policy on bullying with a statement on disciplinary sanctions.

Pupils are made aware of behaviour expectations and thus know when they have transgressed those expectations there will be consequences in the form of sanctions. The School Code is expressed in a pupil friendly and succinct manner.

School Code of Conduct

Respect yourself

- Be conscious of your personal appearance
- Wear correct uniform
- Bring equipment
- Be punctual
- Complete all tasks set
- Use your Homework Diary

Respect others

- Be courteous in speech and attitude
- Be honest and truthful
- Walk quietly and keep to the left
- Take care at doors and on stairways
- Be in the right place at the right time

Respect the environment

- Take care of all property
- Put litter in bins
- Eat and drink in approved places
- Leave classrooms and cloakrooms tidy
- Create a calm, happy working atmosphere

All teachers draw attention to the school code and refer to it as well as the school mission statement as the underlying principle in any discussions about discipline within the form.

Serious Misbehaviour

The following behaviour is regarded as totally unacceptable, and will incur sanctions of serious consequences:

- violence
- bullying and or racism
- having illegal substances (alcohol, drugs) in their possession
- having a bladed instrument in their possession
- insolence to staff
- truancy
- leaving school premises without permission during school hours
- deliberate discourtesy to others



- damage to property
- theft
- smoking
- use of bad language

Sanctions

Staff need to apply sanctions consistently and fairly and thus are reminded of sanction processes regularly in INSET and in accordance to Christian values of justice. The use of sanctions is monitored by Curriculum and Pastoral Leaders.

In the issuing of sanctions it is made clear that the member of staff is dealing with the behaviour, rather than stigmatising the person.

Wherever possible, the use of sanctions are seen as a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break-time to finish it off). When appropriate sanctions are used to put right harm caused. (for example, removing chewing gum) Staff also attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Use of sanctions will be proportionate to the circumstances of the case. In particular, taking account of the pupil's age, any special educational needs or any disability. Sanctions for misbehaviour will vary according to the nature and frequency of the problem. School will always seek to inform and involve parents, especially in order to try to prevent problems escalating. This could include writing an Individual Educational Plan for behaviour which identifies specific targets for improvement. In some instances this might involve support from agencies such as the Learning Mentor, Educational Social Worker, the Educational Psychologist, the Behaviour Support Service working with pupils in school or attending a Behaviour Support placement at a Behaviour Centre.

A range of sanctions will be applied as appropriate according to the transgression. On the next page is a table of possible sanctions for misdemeanours. Such misdemeanours and the sanctions applied are not exhaustive and individual circumstances and case are taken into account.



MISBEHAVIOUR

General disorganisation; failure to complete work; homework or coursework

Non co-operation regarding uniform/jewellery/electrical equipment etc.

Lateness

Low-level disruption in class, i.e. chatter, distraction

Noisy behaviour around school

SANCTIONS

Verbal warnings (from class teacher, Formation Tutor or if persistent, Curriculum/Pastoral Leader)
Writing in Homework Diary
Placing on report by Pastoral Leader, Curriculum Leader, Leadership Team.
Extra work given to catch-up
Blue Concern Sheet issued
Detention after school to complete outstanding work
Attending school on INSET Days to catch-up.
Consultation with parents
In Year 11 appearing before the Academic Board of Governors
Confiscation of jewellery, make-up, ipods, etc. Parents informed and asked to collect, or returned at end of term.
Parents sent a letter advising them to organise appropriate uniform for their daughter.
Correct uniform given to the pupil by Curriculum Leader to wear temporarily.

Pupils sign in on INVENTORY and go to see Miss Pellowe. A late detention for after school is issued on the same day and parents informed.
Pupils who are persistently late will have an additional one hour detention on a Friday after school. Our aim is to help girls improve punctuality and prepare them for adult life.

Verbal warning;
isolated in classroom,
comment in Homework Diary,
referred to Curriculum Leader;
temporarily removed from classroom to work with another class,
sent to work with Curriculum Leader,
Departmental detentions.
Parental involvement

Verbal warning
Isolated at lunchtime/break



Bad behaviour in canteen	Sent to work with Pastoral Leader/Leadership Team member; parental involvement Exclusion from canteen for a fixed period
Truancy (either complete unauthorised absence or leaving school without permission)	Parental involvement always; make up work and time missed through detention; community service; ESW involvement for repeated offences
Damage to property; theft	Less severe offences: litter duty, clean desks etc. Severe: involvement of parents, removal of privileges, placing on report. Payment for damage caused. Return of stolen property. Police referral for theft
Possession or use of banned substances (ie. chewing gum, aerosols, cigarettes, solvents, alcohol etc.)	Exclusion where appropriate Gum: clean rooms, desks Aerosols: confiscation, letter to parents Cigarettes: letter to parents expressing disapproval, detention and referral to school nurse. Solvent/drugs: parental involvement, Police involvement, exclusion where appropriate.
Possession of a bladed instrument Insolence to support/teaching staff	Exclusion Depending on degree: severe reprimand and requirement of apology; Blue Concern Sheet, parental involvement. Placed on report/behaviour contract; withdrawal of privileges such as Activity Day, excluded from lessons and supervised by Curriculum/Pastoral/Leadership Team; Referral to Behaviour Support – in school or placement.
Unpleasantness/bad language to other pupils; bullying – verbal or physical and racism	Exclusion where appropriate Severe reprimand and requirement of apology; withdrawal of social activities – Eg Activity Day withdrawal of privileges; Eg finishing early on last day of term Bullying: if allegations are confirmed, parental involvement, and exclusion if severe



(see bullying policy). Bullying behaviour recorded.
Racism: if allegations are confirmed, parental involvement, expectation of apology, racist behaviour recorded and other sanctions applied.
All incidents of bullying or racism must be recorded and these are reported each year on the Section 175.

The table above shows only the sanctions considered appropriate to various offences, but other more supportive actions may be desirable and indeed necessary, these are as follows :

- Formation Tutor/Pastoral Leader/Learning Mentor/Leadership Team talking with pupil to explore reasons for misbehaviour;
- Referral to School Chaplain to talk things over with a 'neutral observer';
- Referral through Pastoral Leader or Leadership Team to agencies such as Education Social Worker, Educational Psychologist, Behaviour Support, Social Care and Health;
- Possible SEN support if bad behaviour stems mainly from a learning difficulty, and certainly in such a case increased differentiation in curriculum.

It is vital that time is spent rewarding good pupils as well as punishing erring ones, and there will be a danger of depressing the morale of the majority of pupils.

Each day Tutors will look at the logs for their Form. Time will be taken to celebrate positive logs. Tutors need to find time to discuss negative logs particularly those which related to late, failure to do homework or defiance. The Form Tutor needs to ensure the correct support is in place for the tutee and should discuss concerns with HOY. HOYs and HODs will monitor the distribution of logs within the year group or curriculum area. Mrs Stevens will give these reports to staff regularly. As this system is new some refinement is still required. The Pastoral Administrator will give HOYs a copy of logs at the weekly Pastoral Meeting.



Behaviour Policy



Behaviour	Sanction	Actioned by
1) Defiance	1- Verbal warning	Class teacher/member of staff
	2- Arbor Log which will result in a lunchtime detention	Class teacher/member of staff Senior/Middle Leader
Extreme: Email to HOYs/Key Stage Coordinator and SLT for removal from lesson. tranquility@stpaulgl.bham.sch.uk		
2) Low Level Disruption	1- Verbal warning	Class teacher/member of staff
	2- Arbor Log which will result in a lunchtime detention	Class teacher/member of staff Senior/Middle Leader
Extreme Disruption: Email to HOYs and SLT for removal from lesson. tranquility@stpaulgl.bham.sch.uk		
3) Home learning	1- Arbor Log which will result in detention	Class teacher/member of staff Senior/Middle Leader
4) Lack of equipment (Exercise book/planner)	1 – Arbor Log	Class teacher
5) Unkind to another pupil	First occasion: Arbor log and HOY informed.	Class teacher/member of staff.
6) Noisy and silly behaviour outside of lessons	1- Arbor log	Member of staff
	2- Arbor log and email HOY.	Member of staff
	3- Arbor log and email HOY who will contact parents.	Member of staff and HOY
7) Late to school	1) After school detention (30 minutes)	Class teacher/member of staff Senior/Middle Leader
	2) Six or more lates Friday 60 minutes after school detention	
8) Late to lessons	1) Arbor log 3 lates in any one day will result in an after school detention.	Class teacher Key Stage Coordinator
9) Uniform	Earrings – confiscated	Class teacher
	Untied hair – provide bobble	Class teacher
	Coloured hair – contact home	HOY
	Nail varnish – remove	Class teacher
	Fake nails – contact home	HOY
	Nose piercing – remove and confiscated	Class teacher



	Skirt – provide with new skirt	Class teacher/HOY
	Shoes – provide with new shoes	Class teacher /HOY
	Eye lashes – remove	Class teacher