

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 Department of Education Advice to Head teachers 2016 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 Behaviour Code and behaviour expectations are printed in the School Planner (Page 8) 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 PSHRE programme and throughout the year in assemblies.

The consistent 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 more able pupils 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
- peer on peer abuse
- 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: HOY, Pastoral Lead, Family Liaison Officer, Resilience Coordinator, Educational Support Officer, the Educational Psychologist, or the Behaviour Support Service working with pupils in school. Pupils may need to attend a Behaviour Support placement or be given the opportunity of a Managed Move.

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.

Mobile Phone Misuse

Lateness

SANCTIONS

Verbal warnings (from class teacher, Formation Tutor or if persistent, Curriculum/Pastoral Leader)
Writing in Pupil Planner
Negative Log
Placing on report by Pastoral Leader, Curriculum Leader, Leadership Team.
Extra work given to catch-up
Detention after school to complete outstanding work
Attending school on INSET Days, at the weekend (except the weekend preceeding or following the half term break) to catch-up.
Consultation with parents. In Year 10 Academic Board with HOY and Member of SLT.

In Year 11 appearing before the Academic Board of Governors
Confiscation of jewellery, make-up, or electrical item. 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 Pastoral Leader to wear temporarily.

Mobile phone confiscated for three days. Parent must collect from school office on or after the third day.

Pupils sign in at reception on INVENTORY and report to HOY room there is an automatic lunch time detention issued.
Pupils who are persistently late (6 lates is judged to be evidence of persistent lateness. These pupils will have an immediate after school detention for 30 minutes on each day they arrive late. Our aim is to help girls improve punctuality and prepare them for adult life.

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

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

Noisy behaviour around school

Verbal warning
Isolated at lunchtime/break
Sent to work with Pastoral Leader/Leadership Team member;
parental involvement

Bad behaviour in canteen

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;
EWO 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
Exclusion where appropriate.

Possession or use of banned substances (ie. chewing gum, aerosols, cigarettes, solvents, alcohol etc.)

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

Exclusion

Insolence to support/teaching staff

Depending on degree: severe reprimand and requirement of apology;

	<p>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. Exclusion where appropriate</p>
<p>Unpleasantness/bad language to other pupils; bullying – verbal or physical and racism</p>	<p>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.</p>

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/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, or there will be a danger of depressing the morale of the majority of pupils.

Referral Process:

- There must always be a comment in the Pupil’s Planner FIRST before a negative log is issued.
- The pupil must be told why she has been issued with a log.

HOD Referral: Issues in lessons

HOD will action it within 24 hours (as far as possible)

HOD will inform you of his/her action

Should you not have feedback within 24hrs please remind the HOD

HOD will pass it onto the HOY noting if it is for information or requiring HOY Action.

HOD will keep a record of concerns issued

HOD will review concern/praise issues as a set agenda item at departmental meetings.

HOD will organise detentions as appropriate.

HOY Referral: PSHRE, behaviour in the Form, uniform, serious behaviour NOT in lessons

HOY will action it within 24 hours (as far as possible)

HOY will inform you of her action

HOY will keep a record of concerns issued

HOY will review concern/praise issues as a set agenda item at Tutor Team meetings.

HOY will contact and meet with parents as appropriate

HOY will inform Pastoral Lead of actions taken and if further support is needed.

Information Sharing:

- Formation Tutors can see whether any pupil in his/her form is receiving negative or positive logs by checking on SIMS and address this with the pupil
- Teachers will be able to identify cross subject patterns.
- Half termly updates to Staff in Briefing

There is also an expectation that staff will issue praise in the form of positive logs, praise cards, Achievement of the Week Awards as well as Departmental praise so as to balance out sanctions and to allow pupils the opportunity to experience and be recognised for their positive contributions.