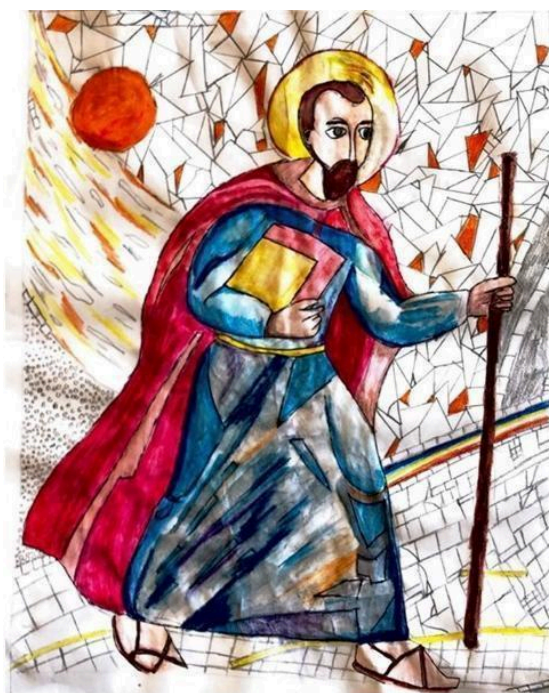




ST PAUL'S ACADEMY

Student Behaviour & Discipline Policy



*'You are God's work of art'
Ephesians 2:10*

Last reviewed:	September 2025
Summary of changes:	Specific examples of expected behaviour C1 - C3 system revised Lateness to school & lateness to lesson sanctions Failure to attend PD escalation Escalating suspensions Seclusion Room timings Pastoral Centre timings
Next review due by:	September 2026

Statement of Intent

The governors and staff of St. Paul's Academy have high expectations for all students. St. Paul's Academy is an inclusive Catholic Academy which welcomes students regardless of their level of need, ability or disability, ethnicity and socio-economic background. We work to the premise that every child is 'God's work of art'. It is a privilege for us as a community to have such a formative role in nurturing a young person to be full of ambition and hope in the future. St Paul's is a place of welcome and a haven for all who spend time here.

St Paul's Academy expects the highest standards and insists on excellent behaviour of its students. The Academy holds an important position in the local and wider community, educating the citizens of tomorrow so that they will take a proactive role within their community, both now and in the future.

The Governors of St Paul's Academy expect high standards to obtain a 'behaviour for learning' environment where each individual feels safe, happy, accepted and included. It is important that an orderly framework exists within which effective learning and teaching can take place allowing each student to achieve their potential. The Behaviour and Discipline Policy reflects the ethos of the Academy, and in particular the spirit of reconciliation and forgiveness that underpins all our work.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- Outline the expectations and consequences of behaviour through the delivery of a well planned behaviour curriculum;
- Provide a consistent approach to behaviour management that is applied equally to all students;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Our Mission Statement

"You are God's work of art" St Paul

Ephesians 2:10

Our mission at St Paul's is to be co-creators with God; shaping and forming the masterpieces God has made. As St Paul writes, each person is God's 'work of art'. It is a privilege for us as a community to have such a formative role in nurturing a young person to be full of ambition and hope in the future. St Paul's is a place of welcome and a haven for all who spend time here.

Our Philosophy

In addition to fulfilling its academic and vocational obligations, the St Paul's Philosophy and practice are based upon a series of simple truths that shall be communicated to the students at all times:

- Success at any time and at any level takes hard work;
- One's conduct and actions influence and affect others;
- Responsibility fosters self-reliance, diligence and resourcefulness;
- Self-management encourages routines for work and the need for forward planning;

- Good behaviour and performance brings rewards;
- One has the capability to manage one's own learning and to learn more than one believes is possible;
- Standards relate to everyone, irrespective of ability, and much satisfaction is derived when they are met.

Our students are tomorrow's parents, workers, employers and teachers. How we treat them now determines how effective they shall be in their future roles.

We consider it to be critical that the attitudes and approaches we develop at the Academy will help the students grow to become responsible and thoughtful citizens. We will continually consult with the families of our students to gain their support and understanding for our work so we can achieve our common aims.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education [DfE] on:

- [Behaviour in schools: advice for headteachers and school staff February 2024](#)
- [Searching, screening and confiscation: advice for schools July 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including pupil movement August 2024](#)
- [Use of reasonable force in schools July 2013](#)
- [Supporting students with medical conditions at school December 2015](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice January 2015](#)
- Schedule 1 of the [Education \[Independent School Standards\] Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Defiance and non-compliance with Academy expectations and staff instructions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault [intentional sexual touching without consent]
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments

- o Sexual jokes or taunting
- o Physical behaviour such as interfering with clothes
- o Online sexual harassment, such as unwanted sexual comments and messages [including on social media], sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include but are not limited to:
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Tobacco and cigarette papers
 - o E-cigarettes or vapes
 - o Fireworks
 - o Pornographic images
 - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person [including the student]

Behaviour around the school

In line with the philosophy of keeping to 3 simple rules, St Paul's adopted Be Safe, Be Respectful and Be Ready for Learning. Staff should always refer to these rules in behaviour discussions with students. They are displayed around the school:

- Be Safe
- Be Respectful
- Be Ready for Learning

Every member of staff shares the responsibility for all students around the school. It is important that every adult member of the school community recognises when students are behaving and achieving well. Adults are expected to draw any conversation about conduct [positive and negative] back to one of these 3 rules.

Students are educated about good behaviour through the operation of the Academy's curriculum, PSHE [which includes relationships education / relationships and sex education] and the Academy's pastoral support systems. Students are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching students explicitly what good behaviour looks like [for example, through the teaching of good habits and routines].

There should be positive responses to good behaviour and achievement and - just as with negative behaviour – it is essential that this is recorded on "Edulink" either as positive achievement points.

When a member of Academy staff becomes aware of misbehaviour, they should respond in a calm, consistent, fair, proportionate and timely manner in accordance with the Academy's Behaviour and Discipline Policy.

The first priority will be to ensure the safety of students and de-escalation techniques can be used

to prevent further behaviour issues arising. Sometimes assistance may be necessary and staff should not hesitate to ask for guidance and help from colleagues. In a situation where health and safety is at risk, this would probably be the nearest available colleague. However, in normal circumstances, the referral protocols should be followed. Adults regularly undergo refresher training on deescalation techniques and scripted responses.

The Academy recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

Expectations are 24/7 and apply to behaviour within the school premises such as classrooms, corridors and outside areas of the school as well as outside of the school premises when students are representing the school whilst on trips or are in the local community, at bus stops, on buses or in shops.

Be Safe

Being safe means:

- Walking quietly in the corridors, following the one-way system;
- No physical contact;
- Apologising if contact is made, with another student or adult;
- Playing ball games in designated areas, outside only;
- Remaining in classrooms at all times during lesson, unless they have a medical toilet pass or a SEND / Safeguarding Time Out card;
- Not having banned items in school. This includes, but is not limited to, chewing gum, energy drinks, hoodies, tracksuit tops, multiple/large sized sweet items, illegal substances, jewellery, lighters, matches, sharp objects;
- Boarding and alighting public transport safely.

Be Respectful

Being respectful means:

- Always using good manners – students will open doors, say ‘please’ or ‘thank you’;
- Facing the person who is speaking to you, making eye contact [or showing through their body language that they are listening to the person speaking], listen and respond appropriately;
- Using tolerant language – not sexist, homophobic or racist language;
- Not using inappropriate language or rude gestures;
- Caring for the environment [not dropping litter, graffitiing, damaging posters, displays or furniture];
- Being kind to themselves, staff, students & visitors;
- Wearing the Academy uniform with pride;
- Sitting down to eat in the Restaurant, clearing away their plate & tray at the end of the meal;
- Representing themselves and the Academy in public with pride and dignity.

Be Ready for Learning

Being ready for learning means:

- Arriving on time to school and all lessons;
- Having the correct equipment for all lessons;
- Completing classwork to the best of their ability, in the time set;
- Completing homework when set;
- Adopting a positive mindset, remembering that each lesson is a new opportunity to ‘start again’ if needed;
- Using the toilet and topping up water bottles before school, during break & lunchtimes only.

Violent Incidents

The Exclusion Policy addresses the different levels of violent conduct, serious misconduct and the appropriate sanctions. The principal ultimately determines the outcomes of such incidents. All violent incidents are recorded on SIMS which places them on the student's record. The emphasis is on safety and de-escalation in the first instance but full investigation will then ensure that our young people are accountable for serious misconduct.

Incidents of Discrimination

St Paul's Academy has a zero-tolerance approach towards incidents of bullying. There is no legal definition of bullying, however it's usually defined as behaviour that is:

- repeated;
- intended to hurt someone either physically or emotionally;
- often aimed at certain groups, for example because of race, gender, sexual orientation, disability, religion and culture.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">● Racial● Faith-based● Gendered (sexist)● Homophobic/biphobic● Transphobic● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic [e.g. gender, race, sexuality]
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence [AI]

The Academy recognises that the notion of there always being a clear-cut bully and victim is sometimes not the case. In many instances, friendship group interaction can lead to bullying [very often cyber bullying] where roles are fluid or blurred; so an individual student can well be a victim on occasions and a perpetrator on others. This can be difficult for parents/carers to take on board. Understandably, their focus is on the ill-treatment suffered by their child rather than the bigger

picture. The Academy has to be aware of this and deal with such situations in a sensitive and understanding way.

Academy staff will usually deal with it in school by applying a sanction that is appropriate and which at the most serious level would involve a suspension or possibly [permanent] exclusion. This is reflected in the Academy's Exclusion Policy. Where necessary, the Academy will report it to the police and/or social services.

Any sanctions will take account of special educational needs or disabilities that the students involved may have. Before a sanction is decided for bullying, consultation must have taken place with the Inclusion Team – usually most appropriately the Vice Principal: Pastoral and the SENDCOs. In most cases, simply imposing sanctions does not deal with the issue properly. The Academy's Mentoring Team and Pastoral Managers will work with perpetrators and victims to establish an approach of restorative justice.

Roles and responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

The principal

The principal is responsible for:

- Reviewing and approving this behaviour policy;
- Ensuring that the school environment encourages positive behaviour;
- Ensuring that the senior team communicates expectations for classroom behaviour and learning behaviours through the behaviour curriculum, CPD and inductions;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities [SEND] and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary;
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students - this means no wasted time and purposeful and full learning opportunities every lesson;

- Establishing and maintaining clear boundaries of acceptable student behaviour in class and around the Academy;
- Implementing the behaviour policy consistently, using Edulink to record achievements [positives] and behaviour [negatives];
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular students;
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording behaviour incidents promptly;
- Challenging students to meet the school's expectations.

The senior leadership team [SLT] will support staff in responding to behaviour incidents which includes the operation of a 'call out' system to support high standards of classroom behaviour and minimises disruption to learning for others. The operation of C1,2,3 as a mechanism to give ample opportunity for a student to 'get on board' is balanced with the need to protect the educational experience of others. Those removed from lessons will engage with meaningful curriculum work either in a 'parking' room or the Seclusion Room situated in The Ark.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate [part of our 'Home / School Agreement'];
- Support their child in adhering to the school's behaviour policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the Head of Year promptly;
- Take part in any pastoral work following misbehaviour [for example, attending reviews of specific behaviour interventions];
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school;
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parents and carers will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct but may be prevented from doing so immediately e.g. by the police if they are involved. Likewise, parents will be notified of any pending disciplinary action.

Whenever the Principal suspends or excludes a student, they must, without delay, notify parents of the period of the exclusion and the reason[s] for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

Students

Students will be made aware of the following during their induction into the behaviour culture.

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow the behaviour policy;
- The school's key rules and routines;

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards;
- The pastoral support that is available to them to help them meet the behaviour standards.

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. St Paul's reinforces the expectations and reasons for them in the weekly curriculum covered by Form Tutors, through repeated 'refresh and refocus' sessions at the start of terms and through assemblies/Principal's briefings.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are in-year arrivals.

School behaviour curriculum

The Academy is committed to creating a culture that promotes excellent behaviour. Students are expected to behave in the 'St Paul's way' - that is, being safe in and around the campus, being respectful in their interactions with staff and their peers both verbally and physically and being ready for learning by arriving at all lessons on time, with the right equipment and the right attitude to learning.

The 'St Paul's way' starts right from line up in the morning, where staff and students take the opportunity to start the day in a way which is conducive to learning. Staff use this as an opportunity to check and support students in their day ahead [with the right equipment, with the right attitude, with the right uniform] and put in the right support - through a check in with a Learning Mentor or Pastoral Manager - if needed. Students know the routines for assemblies, changeovers and lessons through our visible consistencies - a set of expectations all staff have of all students, every lesson.

Staff are supported with embedding the Academy's culture through regular CPD sessions, updates and briefings. The Staff Handbook contains a significant amount of information regarding the management of behaviour, routines and guidance for staff.

Students are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other;
- In class, make it possible for all students to learn;
- Move quietly and safely around the school;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations.

Mobile phones

St Paul's Academy has always been prepared to evolve its rules to reflect developments in modern society. We focus on the way devices are used, rather than the nature of the device itself.

- All devices must be switched off [not just on silent] and in the school bag when students are on site;
- The only circumstances in which they can be used is under the direction of a teacher for educational purposes;
- Headphones are not to be worn on the campus, unless directed by a teacher. If they are worn, we reserve the right to take them away, together with any device they are attached to;
- Students are not allowed to use phones or computers to contact people outside school, including parents/carers, during school time.

In an urgent situation, where a child feels they need to make contact with their family, they should see their Head of Year or a member of the Senior Leadership Team who will make a decision and the necessary arrangements.

If parents/carers need to contact their child, while they are on the school site, they should do this via Reception and not by calling or texting the student's phone.

If a device is used in school without permission, we reserve the right to confiscate it, in line with Academy Policy.

Because we remain committed in caring for the wellbeing and safety of our students, we have amended our mobile phone policy to help support our families in maintaining contact before and after school with their child whilst also ensuring we provide a safe and distraction free learning environment.

As such, if a student is found to have their device on or if they are seen to be using their device by a member of staff, their phone will be confiscated and placed in the safe in Reception.

Parents and carers will be contacted on the day of confiscation and will be invited to collect the device from Reception the following day. Reception is manned between the hours of 8am-4pm and there must be a mutually agreed collection time.

Students who repeatedly fail to adhere to this rule may risk losing the right to have a device onsite.

Parents/carers are not permitted to call the Academy, demanding the return of the device or arrive at Reception insisting on its return.

Do remember that some devices are extremely costly to replace and children are expected to look after them properly, never leaving them unguarded and always securing them in the lockers provided for PE lessons.

We take no responsibility for the loss of devices brought into school.

There are exceptions for those students who need their device[s] for medical reasons.

Any student who uses mobile or internet technology, inside or outside of school, to cause distress to others or put their safety at risk may face suspension. We will enforce this rigorously because of the potentially very serious consequences of such actions and the huge amount of valuable school

time used up investigating this offence.

Any student who distributes illegal or sexually explicit material, inside or outside of school, will be externally excluded and could face arrest and criminal charges.

Responding to behaviour

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule [one of the 3Bs] or fails to follow a reasonable instruction, the teacher can issue a sanction.

Consideration will always be given to whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where staff suspect this may be the case, they should consult with a member of the Safeguarding Team.

Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs and such students should be put forward for consideration by the Inclusion Panel. At this point, the Panel would consider a range of internal interventions and whether other external agencies could be utilised.

Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Good behaviour is expected, whether or not rewards are given for it.

Positive behaviour will be rewarded with:

- Verbal and non-verbal praise;
- Positive feedback in exercise books;
- Rewards such as a 'hot chocolate pass' or a 'fast pass';
- Communicating praise to families [phone call, email, postcard, letter];
- Achievement logs on Edulink;
- Certificates of achievement;
- Public recognition through assemblies or tutor groups;
- Reward trips.

Examples of positive behaviour

- Excellent classwork;
- Outstanding homework;
- Outstanding effort in lessons;
- Consistently producing classwork and/or homework to an excellent standard;
- Consistent achievement in a subject area;
- Outstanding progress in a subject area;
- Always having the correct equipment;
- Demonstrating outstanding behaviour;
- An excellent ambassador of the the Academy;
- Caring for others;
- Being a fantastic role model to others.

Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in a calm and consistent manner in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour;
- Requesting removal from class after the warning system has been followed, via an 'on call' request;
- Issuing a Centralised Detention;
- Staff led detention for break or part of lunchtime, or after school;
- Referring the student to a senior member of staff;
- Loss of privileges – for instance, the loss of a prized responsibility;
- School-based community service, such as tidying a classroom or litter picking;
- Letter or phone call home to parents/carers;
- Putting a student on a '3Bs Report', HOY reports, Pastoral Support Plan or assigned to the Lead Practitioner for Behaviour;
- Parental meetings;
- SEND observation and assessment;
- Agreeing a behaviour contract;
- Referral to the Academy's onsite Pastoral Centre;
- Referring a student to Seclusion;
- Referring a student to an offsite Alternative Provision;
- Directing a student offsite;
- Referrals to external agencies;
- Issuing a suspension;
- Permanent exclusion [in the most serious of circumstances].

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Sanctions

Detentions and equivalent level sanctions

Staff should not issue detentions where they feel that doing so would compromise a student's safety. We expect staff to consider alternative and appropriate sanctions and for detentions not to become

the default position. Staff are encouraged to use behaviour conversations where appropriate. Consideration should also be given to safeguarding issues such as the time of year [daylight issues], the route the student has to take to get home, obligations to collect younger siblings and any other safeguarding issues specific to that child.

Legally, parental consent is not required for detentions. However, for detentions longer than 60 minutes, an email will be sent on the day of the detention or 24 hours' notice will be given. It is the responsibility of the student to inform parents and carers of any forthcoming detention and for parents and carers to monitor their emails and Edulink [our online behaviour platform] to see if a detention or equivalent sanction has been set. Detentions are of varying lengths and are dependent on the severity of the behaviour. Detentions are one of a variety of behavioural tools we have to shape behaviour and there are a range of alternative sanctions that may be given for their equivalent level. The operation of C1,2,3 as a mechanism to give ample opportunity for a student to 'get on board' is balanced with the need to protect the educational experience of others. Those removed from lessons will engage with meaningful curriculum work either in a 'parking' room or Seclusion situated in The Ark.

Low level behaviour issues - A 'Yellow' level sanction may be issued by any member of staff:

- Behaviour Conversation linked to Be Safe, Be Respectful or Be Ready for Learning
- Phone call home
- Issuing a C2 in lesson means a 20 minute teacher detention at the end of the day [staff will collect the student from the centralised detention; the student must always be made aware that a sanction has been issued]
- Confiscation of product and possible return [not for items like metal combs] or disposal
- Immediately placing item in the bin

Mid level behaviour issues – An 'Amber' level sanction [centralised detention] may be issued by any member of staff and are generally given for behaviour incidents that are persistent. Heads of Department can issue a HOD detention for incidents which have a significant impact on curriculum delivery and Heads of Year can issue a HOY detention for incidents of a significant pastoral nature:

- Issuing a C3, which can then lead to removal from lesson & will automatically result in a CD being issued
- Centralised Detention of 30 minutes in length between 1510-1540, issued if a student is caught truanting, late to lesson, displays defiance, is in an out of bounds area or is removed from a lesson
- HOD detention or HOY detention of 60 minutes in length between 1510-1610, for incidents of a significant or repeated nature [for example, persistent lateness or persistent non-cooperation]. Students issued with an Amber detention will complete this with the HOD or HOY.

High level behaviour issues – A 'Red' level sanction includes a range of sanctions and are for high level behaviour incidents:

- Removal from enrichment or extracurricular activity
- Community Service [during lunch or after school]
- Meeting with family and Principal, Vice Principals or Assistant Principal for Behaviour
- Principal's Detention of 2 hours in length between 1510-1710 [this time is reduced during winter months], issued by the Principal, Vice Principals and Assistant Principal for Behaviour
- Seclusion Referral [issued by the Principal, Vice Principals and Assistant Principal]

for Behaviour]

- Suspension [issued by the Principal or Vice Principals]

All behaviour sanctions are recorded on Edulink prior to the detention taking place. All detentions longer than 60 minutes in duration require at least 24 hours' notice to be given to parents/carers.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour and following a 3 stage process [C1, C2, C3]. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used:

- To restore order if the student is being unreasonably disruptive;
- If the student has not modified their behaviour after a warning and issuing of a teacher detention;
- To maintain the safety of all students;
- To allow the disruptive student to continue their learning in a managed environment;
- To allow the disruptive student to regain calm in a safe space.

Students who have been removed from the classroom are supervised by a member of staff in a 'parking room'. If a student is removed from two lessons in a day, they will be referred to Seclusion. Their day will therefore end at 3.45pm.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

C1 – C3 system

C1 = verbal warning issued. If a student challenges a C1 being issued, they will automatically be issued with a C2 and a 20 minute teacher's detention will be set.

C2 = teacher detention will be issued.

C3 = class teacher will request a removal ['on call'] if the student is disrupting learning, in which case a CD is automatically issued. The student may not be removed, but a CD will be issued. A behaviour conversation and/or call home may be made.

Truancy

Truancy is when:

- A student chooses not to go to class, which makes them 5 or more minutes late for learning;
- A student 'hangs around' in the corridor and avoids going to lesson;
- A student is out of lesson without the permission of the teacher or an adult.

If a student is truanting a lesson, the call out system via Edulink must be used. If a student is not in the right place, then this is a safeguarding issue.

If a student is truanting, they will be returned to the lesson. All truancy results in a Principal's Detention.

Lateness to school

Being on time to school is important. It helps to set the tone and allows students to have the best start to their day.

Each morning, a bell is rung at 8.19am to indicate a 2 minute warning. At 8.21am, the Student Gate closes and students arriving after this time must enter the site through the Pedestrian Gate, where they will be marked in late.

Arrival between 8.22am – 8.45am = Centralised Detention [30 minutes].

Arrival after 8.45am = Principal's Detention [2 hours].

Arrival after 9.50am = a day in Seclusion, finishing at 3.45pm.

x3 lates to school in a week = Principal's Detention.

Lateness to lessons

Students are expected to move purposefully to their next lesson. Arrival to lesson after the first PIPS means a centralised detention will be issued by the class teacher. Students will have a late mark applied to the register. If a student is late after the second PIPS [11.05am, 12.45pm and 1.35pm], ie more than 5 minutes late to lesson, a Principal's Detention will be issued.

All students must be permitted into the lesson, with minimal disruption to learning. Staff must deal with the lateness at the end of the lesson.

Off-site misbehaviour: The Power to Discipline Beyond the Academy Gate

The Academy has the authority to discipline students for their behaviour outside Academy hours, including before and after school, travelling to or from school, at the weekend and during holiday periods. This authority can be used for all non-criminal bad behaviour and bullying which occurs anywhere off the Academy premises and which is witnessed by a member of staff or reported to the Academy. A student can be disciplined for any misbehavior when taking part in an Academy organised or Academy-related activity or at any time when poor behavior, particularly that which poses a threat to another student or member of the public, could have repercussions for the orderly running of the Academy or could adversely affect the reputation of the Academy. This includes the abuse of social media, networking platforms or any form of technology such as the filming or distribution of fights, assaults or any illegal or anti-social activity.

All complaints from members of the public must go through Assistant Principal: Behaviour and Attitudes. They are all logged and responded to. Complainants will be informed that we always take

such reports seriously and deal with them thoroughly, but on no account should a student be identified or flagged up to a member of the public – e.g. by showing SIMS photographs without consultation with senior staff and the Safeguarding Team.

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity [e.g. school trips];
- Travelling to or from school;
- Wearing school uniform;
- In any other way identifiable as a student of our school.

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another student;
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member [e.g. on a school-organised trip].

Offsite behaviour, deemed to be 'risky', will be referred to the DSL and could result in a MASH referral.

Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, principal, vice principal or DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead [DSL] will make a tandem report to

children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school [in collaboration with the local authority designated officer [LADO], where relevant] will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability [SEND].

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices [[Equality Act 2010](#)]
- Using our best endeavours to meet the needs of student with SEND [[Children and Families Act 2014](#)]
- If a student has an education, health and care [EHC] plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

What can be done to anticipating and remove triggers of misbehaviour:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long;
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism, ADHD and ASD.;
- Use of separation spaces [sensory room] where students can regulate their emotions during a moment of sensory overload.

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Was the student unable to understand the rule or instruction?
- Was the student unable to act differently at the time as a result of their SEND?
- Is the student likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently

being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like, but not only:

- Reintegration meetings which are an ideal opportunity for families to work with the school to address needs of students and develop a partnership.
- Daily contact with the Learning Mentors or Pastoral Managers
- A report card with personalised behaviour goals
- Developing the SEND support for the student where this helpful in understanding root causes for behaviour and finding ways to help the young person be successful in school.

Behaviour Escalation Framework

Purpose

The behaviour escalation framework provides a structured, consistent response to behaviour across the school. It supports high expectations while recognising the need for proportional, fair, and evidence-based responses.

Behaviour Levels and Responses

Please refer to the 'Consequences Table'.

Recording and Escalation

All incidents are logged on SIMS, with supporting statements or reports where needed. Escalation occurs where:

- A pattern of behaviour persists despite interventions;
- A single serious incident justifies it;
- The behaviour poses a risk to safety or wellbeing.

Staff apply professional judgment while adhering to this framework to ensure consistency and fairness.

Interventions

The school will consider an alternative approach to behaviour management for students who are frequently removed from class.

The Inclusion Panel

Referrals should be to do with welfare, progress or behaviour which appears to have underlying issues which go beyond what would ordinarily be dealt by the Pastoral Team.

The Panel is made up of a cross section of staff from Inclusion [VP: Pastoral, AP, Pastoral Team, Attendance, Pastoral Managers, Lead Learning Mentor, allocated Learning Mentor, School Chaplain, Medical Needs Co-Ordinator, SENDCOs], and any other practitioners who have a part to play in progress with poor behaviour expressions. The whole picture is taken into account, rather than academic progress, attendance or behaviour in isolation. Students will be allocated to the best avenue of intervention or combination of routes.

Following referral to the Inclusion Panel, the following intervention routes may be used as appropriate:

In School Interventions

2. Mentoring meetings
3. Counselling sessions
4. Chaplaincy intervention
5. Academic support
6. Pastoral support [Head of Year / Pastoral Managers / LP for Behaviour]
7. Use of teaching assistants
8. Short-term behaviour report cards
9. Long-term behaviour plans such as behaviour contracts
10. Placement in the Academy's onsite Pastoral Centre

External Interventions

- The Family and Adolescent Support Service [FaASS] Referral
- Child and Adolescent Mental Health Services [CAMHS] Referral
- Greenwich Re-integration Support Service [RIS] Referral
- The Greenwich Risk Adolescent Safeguarding and Prevention Panel [GRASP] Referral
- Reduction in Serious Youth Violence & Exploitation Team [ReSET] Referral
- Managed Move [MM]
- Direction off-site [DOS]
- Fair Access Panel [FAP] Referral
- Other external professional support

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the principal and only as a last resort. Please refer to our exclusions policy for more information.

Escalating suspensions

Use of escalating suspensions

Where a student exhibits persistent misbehaviour or repeats specific breaches of the behaviour policy, the school may apply escalating fixed-term suspensions as part of a graduated response. This approach allows students to reflect on their behaviour, and gives the school opportunity to implement supportive strategies while maintaining high standards of conduct.

In line with the Department for Education’s statutory guidance on suspensions and permanent exclusions (2023), suspensions can increase in length when:

- The same or similar behaviours are repeated after previous sanctions;
- There is a failure to respond to lower-level interventions or support [e.g. detentions, pastoral support, PSPs]
- Behaviour escalates in seriousness or poses a growing risk to safety or the learning environment.

A typical escalation might follow a progression such as:

- 1-day suspension [initial warning and reset]
- 3-day suspension [for repeated or more serious misconduct]
- 5-day suspension [where behaviour shows no improvement or worsens]

This is not a rigid scale, and each decision will consider the nature of the incident, the student’s disciplinary history, and any mitigating factors, including SEND or safeguarding concerns.

Loss of school time should provide a real punishment for the offence and deterrent against future wrongdoing. It should therefore be accompanied by a suitable amount of work to be done during the suspension period.

The suspension steps would trigger standard interventions as follows:

Suspension	Return Procedure	Intervention
1 day suspension	Re-integration meeting with Pastoral Team, including Learning Mentor or Pastoral Manager	Report where necessary Meeting with Learning Mentor or Pastoral Manager
2 day suspension	Re-integration meeting with Pastoral Team, including Learning Mentor or Pastoral Manager	Report where necessary Meeting with Learning Mentor or Pastoral Manager
3 day suspension	Re-integration meeting with Pastoral Team & a member of the SEND Team	Report where necessary Meeting with Learning Mentor or Pastoral Manager Report to Lead Practitioner: Behaviour RFH [request for help] referral
4 days suspension	Re-integration meeting with Assistant Principal and/or Vice Principal & a member of the SEND Team	Report where necessary – consideration of a PSP / Behaviour Contract

		Interventions – internal, including Governor Disciplinary Panel
5 day suspension	Re-integration meeting with Vice Principal and/or Principal	Consideration of referral to the Pastoral Centre Direction offsite / managed move Interventions – internal and from outside agencies

Where suspensions are repeated for similar behaviours, the school may consider a direction offsite, a managed move, Governor Disciplinary Panel, or permanent exclusion if there is no sustained improvement.

Returning from a suspension

Re-integration strategy

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the student reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the student has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the student:

- Maintaining regular contact during the suspension or off-site direction and welcoming the student back to school;
- Daily contact in school with a designated pastoral professional;
- Mentoring by a trusted adult or a local mentoring charity;
- Regular reviews with the student and parents to praise progress being made and raise and address any concerns at an early stage;
- Informing the student, parents and staff of potential external support.

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents, and other relevant parties.

Reintegration meetings

The school will clearly explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting, the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community.

The student, parents, a member of senior staff, and any other relevant staff [SEND colleagues for example] will be invited to attend the meeting.

The meeting can proceed without the parents in the event that they cannot or do not attend. The school expects all returning students and their parents to attend their reintegration meeting. Students will be placed in the Seclusion Room to undertake supervised, independent study if parents are unable to meet at the time suggested and agreed upon by the Academy. The intention is always to return students to their timetabled lessons, with a plan of action agreed in the reintegration meeting.

Alternatives to Suspension

Seclusion Referral

Please note that Seclusion is the most serious in school sanction available to staff and this must be reflected in its use. Before making the decision to refer here, alternative sanctions should be explored.

These are the incidents for which a Seclusion referral could be appropriate:

- Deliberately making it impossible for the lesson to proceed;
- Fighting [as opposed to assault or assault followed by reasonable attempt to defend oneself by the initial victim]; refer to 'Suspensions' below for discriminating levels on this issue;
- Truancy;
- Serious network abuse;
- Reckless behaviour;
- Prolonged serious defiance;
- Extreme inappropriateness towards staff;
- Bringing the Academy into disrepute;
- Serious theft;
- Homophobic, racist or sexist incident where it seems the intent to hurt, damage or seriously offend is not the motive; refer to 'Suspensions' below for discriminating levels on this issue;
- Sexually inappropriate behaviour where it seems the intent to hurt or seriously offend is not the motive; refer to 'Suspensions' below for discriminating levels on this issue;
- Repeated breach of basic rules to the extent that it seriously affects teaching & learning or has a major impact on the management of students;
- Joint Enterprise on any of the above.

Seclusion begins at the same time as the school day. Students are collected from AM Tutor Time by a member of the Pastoral Team. They will spend the day in Seclusion, not having break or lunch with the rest of the student body. They will be provided with movement and toilet breaks and have a lunch given to them. The school day ends at 3.45pm, with no exceptions.

During this time, students are supervised by staff, including the Senior Pastoral Manager and Lead Behaviour Manager. They will be provided with work to complete in silence – online work is not the default, although laptops and headphones can be provided. Students will be given the opportunity and support to reflect on why they are in Seclusion and to have a restorative conversation with the students and/or staff involved in any incident which led to it at the earliest opportunity.

The Seclusion Room may also be used for students who are in breach of uniform expectations or be a place where students are referred to during an ongoing investigation.

Academy expectations [the 3Bs] apply, and failure to comply will lead to a suspension being issued.

If a behavioural aspect of the student's SEND status is the issue, then the student needs to be removed but a Seclusion referral is not appropriate. In the first instance, the faculty should seek to resolve the issue with, if needed, assistance from SEND or Pastoral staff.

Alternatives to Permanent Exclusion

Pastoral Centre

'Our mission at St Paul's is to be co-creators with God; shaping and forming the masterpieces God has made. As St Paul writes, each person is God's 'work of art'. It is a privilege for us as a community to have such a formative role in nurturing a young person to be full of ambition and hope in the future. St Paul's is a place of welcome and a haven for all who spend time here.'

Taken from the Academy's Mission Statement, it is clear that our intent at St Paul's is to ensure every student leaves, after completing their 5 year journey, as a person who is ready to embark on their next stage of life's journey equipped with the necessary academic outcomes for their Post-16 choices and as resilient, thoughtful and responsible citizens.

A referral to the Academy's onsite Pastoral Centre means that staff are concerned about the behaviours a student is showing as they will be affecting teaching and learning and will have a negative impact on their academic progress.

The Pastoral Centre is located in a cabin, which is based in the smaller, internal car park. It is a fully equipped classroom space, where staff will help students re-engage in learning and to help them to find a way to break the cycle of poor behaviour.

Students will access the core curriculum as well as PE and other specialists subjects. They will have meetings with either the Learning Mentors or the Pastoral Managers, with referrals [such as a RFH, counselling, literacy & numeracy interventions] completed as appropriate.

The timing of the day is 9.30am – 4pm. Students are collected from Reception and complete their day in the cabin, accessing the main body when needed, under staff supervision. They will not have break or lunch with the rest of the student body. They will be provided with movement and toilet breaks and have a lunch given to them.

Parents and carers will receive a daily update from Mr Farrell, celebrating their successes and areas of improvement. Students will follow the Tutor Time Programme as the rest of the school and will have academic lessons, undertaking work online, in booklets, supported with textbooks or with subject specialists. Students will have a PE lesson on a Wednesday, and will be expected to have their full PE kit. The day will begin with the Academy Prayer and end with the End of Day Prayer.

Students will be placed in the Pastoral Centre for a minimum of three weeks, and up to 6 weeks. They will be phased back into their timetabled lessons with strategic oversight and support.

Due to the intensive level of support this intervention has in place, if students fail to engage with the programme as required, they may be directed offsite to an external Alternative Provision.

Offsite Direction

The Academy has the power to direct that a student be educated off-site with the aim of improving their future behaviour. It must not be used as a disciplinary sanction or punishment for misconduct.

The off-site direction may be to a Pupil Referral Unit [PRU], or an Alternative Provision.

Parental consent is **not** required for an off-site direction, and students are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way it would if they failed to attend the Academy.

The arrangements for the off-site placement will be based on an understanding of the support the student needs in order to improve their behaviour, as well as any SEND or health needs the student has. It may be full time, or part time in combination with attendance at the Academy or another setting. The expectation is that the student will continue to receive full time broad and balanced education.

The off-site placement will be regularly reviewed, and parents and carers will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the student is benefitting from it.

During the period of an off-site direction by the Academy, the student must be dual-registered which means that they will be registered at both the Academy and the provision to which the student is directed off-site.

The Academy will follow the Alternative Provision Guidance when exercising this power.

Managed Moves

A 'managed move' in the context of the Department for Education (DfE) guidance refers to a voluntary and agreed-upon transfer of a student to another mainstream school. It's often used as an alternative to permanent exclusion, aiming to provide a fresh start and avoid a formal exclusion record. Managed moves are typically initiated by schools, often after exploring other interventions, and require the consent of all parties involved, including the parents and the new school's admission authority.

A managed move is distinct from an off-site direction under Section 29(3) of the Education Act 2002. Off-site direction allows a school to temporarily direct a student to another location for the improvement of their behavior, which can be done without parental consent, although it's a collaborative process where possible. Managed moves, on the other hand, are permanent transfers and require the consent of all parties.

Permanent Exclusion Criteria

Guidance and Thresholds

Permanent exclusion is used only as a last resort or for a single significant breach of the school's behaviour expectations that places others at risk or severely undermines the orderly running of the school.

A student may be permanently excluded for the following behaviours [this list is not exhaustive but reflects the most serious incidents]:

- Bringing weapons [including knives] or illegal drugs onto school premises;
- Serious or repeated physical assault on students or staff;
- Serious sexual misconduct or harassment;
- Persistent and serious bullying [including prejudice-based and cyberbullying];

- Repeated serious disruption to learning following prior suspensions and interventions;
- Defiance or aggression directed at staff members;
- Acts of extortion, serious theft, or coercive behaviour;
- Deliberate activation of the fire alarm, endangering others;
- Behaviour that presents a risk of serious harm to self or others.

Each case is considered on its own merits, with a full investigation and the opportunity for the student and parents/carers to present their views. The school will follow the DfE's statutory guidance on suspensions and permanent exclusions.

Permanent exclusion decisions are made by the principal, with oversight from the Governing Board where required.

Decision-Making Following Behavioural Investigations

Where a serious breach of the behaviour policy is alleged, the school will conduct a fair and thorough investigation before deciding on any significant sanction, including suspension, seclusion, or permanent exclusion.

Investigation Process

- Statements will be taken from all relevant parties, including the student[s] involved, staff witnesses, and, where appropriate, bystanders;
- Written evidence, including CCTV [where available], SIMS behaviour logs, and any relevant reports, will be reviewed;
- A student will have the opportunity to give their account, either verbally or in writing, with support if needed;
- Investigations will be led by an appropriate senior leader, proportionate to the level of behaviour alleged.

Standard of Proof

Decisions will be based on the balance of probabilities — the civil standard of proof. This means asking whether it is more likely than not that the incident occurred as described.

This aligns with the Department for Education's Suspension and Permanent Exclusion Guidance (2023), which confirms that **headteachers do not need to be certain 'beyond reasonable doubt'**, as in criminal cases.

Fairness, Proportionality and Legitimate Aim

When determining outcomes, the school will consider:

- The seriousness of the behaviour;
- The context [including SEND, safeguarding, and any history of previous behaviour];
- The impact on others in the school community;
- The proportionality of the sanction in relation to the behaviour;
- Whether the sanction supports a legitimate aim, such as protecting student welfare, maintaining order, or upholding standards as outlined at the beginning of this policy.

Decisions will be made in line with the principles of natural justice, with students and parents/carers informed of the outcome and their right to respond or appeal where applicable.

Referral to the Fair Access Panel

There will be occasions when the decision is made that a student cannot remain at St Paul's Academy and that referral to the Fair Access Panel [FAP] is the best way forward. Apart from the rare case of a highly serious one-off incident placing a child at risk of permanent exclusion, or a sudden escalation

of highly disruptive behaviour which has placed the student beyond the care and control of Senior Management, this will only happen after other interventions have been tried but failed to have a significant effect.

The Greenwich Fair Access Panel meets on a tri-weekly basis to ensure that children without a school place, especially the most vulnerable, are offered a place at an appropriate school or educational placement as quickly as possible. These meetings are attended by a range of education and healthcare professionals as well as Social Care.

The Inclusion Administration team at St. Paul's put together a file of information which is given to the lead person who will make the referral to the panel.

Parents / carers do not attend these meetings but are asked for their views on where they would like their child's future to be, including choice of another school. These views will be included in the referral document but there is no guarantee they can be met.

Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

All Academies have a general power to impose reasonable and proportionate disciplinary measures [Education and Inspections Act 2006]. This enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Confiscation

Any prohibited items [listed below] found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of

- urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search;
- Assess whether not doing the search would put other students or staff at risk;
- Consider whether the search would pose a safeguarding risk to the student;
- Explain to the student why they are being searched;
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”;
- Explain how and where the search will be carried out;
- Give the student the opportunity to ask questions;
- Seek the student’s co-operation.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the principal and the DSL to try to determine why the student is refusing to comply.

The principal, or those she has delegated authority to, will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified below, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear [e.g. a jumper or jacket being worn over a t-shirt or a second pair of trousers / tracksuit bottoms];
- Hats, scarves, gloves, shoes or boots.

Staff have the power to search, without consent, for prohibited items including:

- Mobile phones
- Knives or weapons / improvised shanks
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Electronic cigarettes, including vaping devices
- Fireworks
- Pornographic images
- Metal Afro combs
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Large quantities of confectionery, drinks or snacks, including multi-packs and family-sized items, which are brought in either for personal use or for resale.

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers [although it is rare that a student has a locker]
- Bags
- Clothing

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present [this is any DSL/DDSL, Principal, Vice Principal or member of SLT in their absence].

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system [My Concern].

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Recording searches

Any search by a member of staff for an item prohibited by law or items banned by the school rules, and all searches conducted by police officers will be recorded on My Concern, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

Records of the search will include:

- a) the date, time and location of the search
- b) which student was searched
- c) who conducted the search and any other adults [or students] present
- d) what was being searched for
- e) the reason for searching
- f) what items, if any, were found; and
- g) what follow up action was taken as a consequence of the search.

The Academy will analyse any data gathered to consider whether searching falls disproportionately on any group/or groups and whether any actions should be taken to prevent this.

The Safer Schools Officer can lead a search if they have reasonable suspicions that a student is in possession of an illegal item or an item acquired illegally.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed [due to the reasons for the search, the search itself, or the outcome of the search].

If this is the case, staff will follow the school's safeguarding policy and speak to DSL. The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Screening

From time to time the police will visit and conduct offensive weapon searches on students entering school. This entails a knife arch and bag and clothing search. After the search, families will be notified. Due to the nature of this event, no prior notification is shared with students or their families.

If a student has a disability, the Academy will make any reasonable adjustments to the screening process as required.

If a student refuses to be screened, the Academy will consider why the student is not co-operating and will make an assessment as to whether it is necessary to conduct a search.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search [removing more than the outer clothing] and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student[s] involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult.

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people [not Academy staff, unless nominated as the appropriate adult] present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the principal
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed [due to the reasons for the search, the search itself, or the outcome of the search].

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student[s] who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

The Use of Reasonable Force

Corporal punishment is not used by the Academy and physical intervention, restraint or force must **never** be used as a form of punishment. Any force by staff will be reasonable, proportionate and lawful.

The Academy's policy on physical contact with students is that it should only be used as a restraint to prevent:

- harm to that student;
- harm to another person;
- extreme damage to property.

On these occasions, it is vital that only the minimum force necessary to prevent harm or damage is used and only for the shortest possible time. The decision to intervene physically is that of the member of staff. We do not expect or insist; staff are advised to use their professional judgement.

Staff should be aware of those students where physical intervention could be counter-productive. Such students will be on the "High Risk List" which will be regularly updated and distributed to all staff and will have this stated in their Provision Map.

Use of the Safer Schools Team

The Academy has the support of the Safer Schools Team and has always welcomed a positive and proactive role within the Inclusion work of the Academy. When appropriate, students and/or their parents and carers will be advised by the Schools Officer in order to provide an extra level of support.

This can involve the setting up of Behaviour Contracts between the School, Home & the SSO.

The SSO will also liaise with outside agencies and be involved for example in:

- GRASP referrals
- Anti-Social Behaviour Contracts with Greenwich Borough

It is in the interests of all members of our community that the highest levels of behaviour are maintained at all times and it is the responsibility of all members of staff and students to uphold these standards in order that every individual can achieve their best and work in a calm, pleasant and respectful environment.

Training

The Academy commits resources and time for research and professional development to understand how to manage behaviour. This includes working with 'When the Adults Change' organisation for training, development and research.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint;
- The needs of the students at the school;
- How SEND and mental health needs can impact behaviour.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, suspensions and permanent exclusions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders [via anonymous surveys]

The data will be analysed every year by Michelle Hepburn [VP: Pastoral].

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the Principal and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Principal. Any significant amendments, agreed by the Principal, will be shared with the governing body as 'amendments' pending annual review and will be minuted.

Links with other policies

This behaviour policy is linked to the following policies

- St Benedicts Catholic Academy Trust Suspension and Exclusion Policy [Behaviour and Exclusions - Key Documents - St Benedict Catholic Academy Trust](#)
- Safeguarding & Child Protection Policy [St Paul's Academy - Policies](#)
- SEND Policy [St Paul's Academy - Policies](#)



**ST PAUL'S ACADEMY
PARENTAL MEETING FORM**

Date of Meeting		Meeting with	
Student Name		Meeting conducted by [staff]	
Tutor Group		Attendance	
Behaviour points [positive and negative]		Punctuality	
Reason for meeting / reason for suspension			
Actions from meeting	Target 1		
	Target 2		
	Target 3		

Signed [Parent / Carer]: _____ **Date** _____

Signed [staff member]: _____ **Date** _____

Copy to:

- Student file SIMS Linked Documents
 Vice Principal Assistant Principal Tutor
 SENDCO Others: _____

CURRENT CONTACT DETAILS FOR PARENT/CARER:

Name: _____ **Number:** _____

Email: _____

Intervention	To try	Successful so far	Partially successful	No impact	To try
3B Report Card [HOY / HOD / LP Behaviour]					
Restorative Meeting [peer or staff]					
Learning Mentor support [daily or weekly]					
Pastoral Manager support [daily or weekly]					
SEND 360					
Round robin					
SDQ					
Parental meeting with HOD					
Time Out card					
Attendance support					
Class change					
Band change					
Peer Mentoring					
Medical support					
MHST referral					
School counselling referral					
Reduced timetable					
FaASS referral					
CAMHS referral					
PSP / Behaviour Contract					
Referral to Pastoral Centre					
Governors' Panel					
Direction offsite					
Managed Move					

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature

Date

Parent/Teacher/Other (please specify:)

Thank you very much for your help

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Consequences Table

The tables show possible sanctions because of a specific type of behaviour being exhibited by a student. As always context and reasonable adjustments always need to be considered before making a final judgement.

More likely exhibited in lessons/structured time						
Type of behaviour	Teacher	Teacher, HOD, Pastoral Team	Pastoral Team / HOD [with SLT agreement]	SLT with VP / Principal agreement	Vice Principal, Principal	Principal
	Detention	Centralised Detention	Seclusion 1 day	Seclusion 2 days	Suspension	Permanent exclusion
Disruption	✓	✓	✓			
Persistent refusal to show positive learning behaviours	✓	✓	✓	✓	✓	✓
Removal from lesson		✓	✓			
Rudeness to staff	✓	✓	✓		✓	
Inappropriate behaviour	✓	✓	✓		✓	
Being dishonest to staff	✓	✓	✓			
Misbehaviour in detentions	✓	✓	✓			
Incorrect uniform	✓	✓				
Chewing gum or eating in lesson	✓	✓				
Late to lesson/school	✓	✓				
Missed detentions	✓	✓	✓		✓	
Missing equipment	✓	✓				
Missed homework/ deadline	✓	✓				

Refusing to hand over a mobile phone	✓	✓	✓		✓	
Swearing/inappropriate language	✓	✓	✓		✓	
Internal truancy	✓	✓	✓		✓	
Walking out of lesson without permission	✓	✓	✓			
Violent conduct			✓	✓	✓	✓
More likely exhibited in unstructured/community time						
Type of behaviour	Teacher	Teacher, HOD, Pastoral Team	Pastoral Team / HOD [with SLT agreement]	SLT with VP / Principal agreement	Vice Principal, Principal	Principal
	Detention	Centralised Detention	Seclusion 1 day	Seclusion 2 days	Suspension	Permanent exclusion
Failure to follow one-way system / poor corridor behaviour		✓				
In an out of bounds area		✓				
External Truancy			✓	✓	✓	
Encouraging anti-social behaviour		✓	✓	✓	✓	
Persistent refusal to follow instructions	✓	✓	✓	✓	✓	
Theft/ Vandalism		✓	✓	✓	✓	
Swearing at a member of staff			✓	✓	✓	
Offensive behaviour	✓	✓	✓	✓	✓	
Bullying				✓	✓	✓
Physicality	✓	✓	✓	✓	✓	✓

Harassment towards staff or students		✓	✓	✓	✓	✓
Abuse against a protected characteristic				✓	✓	✓
Sharing a toilet cubicle		✓	✓			
Dangerous/Reckless behaviour		✓	✓	✓	✓	
Found with a prohibited item		✓	✓	✓	✓	✓
Use or threatened use of an implement to harm another person	✓	✓	✓	✓	✓	✓
Misuse of mobile device/social media		✓	✓	✓	✓	✓
Failure to attend a Principal's Detention			✓		✓	

Red level behaviour issues						
Type of behaviour	Teacher	Teacher, HOD, Pastoral Team	Pastoral Team / HOD [with SLT agreement]	SLT with VP / Principal agreement	Vice Principal, Principal	Principal
	Detention	Centralised Detention	Seclusion 1 day	Seclusion 2 days	Suspension	Permanent exclusion
Verbally threatening staff					✓	✓
Bringing drugs or a dangerous weapon into school					✓	✓
Possession/use of a prohibited item					✓	✓
Persistent or general disruptive behaviour					✓	✓

Physical violence towards staff					✓	✓
Violent Conduct					✓	✓
Gross Misconduct					✓	✓
Bringing the school into disrepute					✓	✓
Malicious Allegations towards staff and students					✓	✓
Defiance towards the Principal			✓	✓	✓	✓

A behaviour discussion and/or a call home can always be used to address poor behaviour.

A Principal's Detention can be set for any of the above behaviours. Failure to attend a PD the first time will result in a referral to Seclusion. Failure thereafter will result in a suspension being issued.