



ST PAUL'S ACADEMY

Student Behaviour & Discipline Policy

Revised May 2017

The Governing Body of St Paul's Academy adopted this policy in September 2017

St Paul's Academy expects the highest standards and insists on the 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 in the future.

The Governors 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 also reflects the "Mission Statement" and "Philosophy" of the Academy, and in particular the spirit of reconciliation and forgiveness that underpins all our work.

Our Mission Statement

Established by the trustees of the Archdiocese of Southwark, this Catholic Academy seeks to create a community, which is characterised by gospel values and the teaching of the Catholic Church.

The Academy seeks to serve both the Catholic and the local community, welcoming all those who embrace its values and share its quest for excellence:

- To provide opportunities for young people to develop the knowledge, skills and wisdom necessary for effective learning.
- To enable learners to develop their intellectual, social, moral, spiritual and physical potential to the full in order to become proactive members of both the local and wider community.
- To increase aspirations by exploiting educational innovations and opportunities in the best interests of our students and staff.

Our Philosophy

In addition to fulfilling its academic and vocational obligations the Saint 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 caring human beings. We will continually consult with our parents to gain their support and understanding for our work so we can achieve our common aims.

Behaviour around the school

This is underpinned by “The 3Bs” which staff should always refer to in behaviour discussions with students and which is displayed around the school and printed in the Student Planner:

- 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.

There should be positive responses to good behaviour and achievement and - **just as with negative behaviour – it is essential that this is recorded on “Behaviour Watch”** either through the Bronze, Silver, Gold and Community Recognition tabs or in lesson through the Behaviour Register.

Acknowledgement of this can be in the form of:

- Verbal praise
- Written comments
- Positive comments in the student planner
- Reward Stickers
- Communication with families (phone calls, emails, postcards, letters.)
- Certificates of achievement
- Public recognition through assemblies or tutor groups
- Reward Trips

When student behaviour is inappropriate, staff are expected to deal with the situation as it arises. 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. (All staff should know these and they can be found in the Academy’s Behaviour Management Guide.)

Violent Incidents

The Exclusion Policy addresses the different levels of violent conduct and the appropriate sanctions. The Principal ultimately determines the outcomes of such incidents. All violent incidents are recorded on Behaviour Watch which places them on the student’s record.

Incidents of Discrimination

St Paul’s has a zero tolerance towards incidents involving discrimination against race, gender, sexual orientation, disability, religion and culture. Our Exclusion Policy addresses the difference between discriminatory comments made generally and incidents directed at a specific target to cause hurt or offence. Again all incidents of Discrimination are placed on a student’s record through Behaviour Watch.

Dealing with Unacceptable 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 or fails to follow a reasonable instruction the teacher can impose a sanction on the student. Behaviour Watch provides guidance on sanctions which are appropriate for different levels of behavior.

We will always consider 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 student 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 utilized.

Detentions

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. 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 30 minutes, a phone call home 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. Minor inconvenience to family should not prevent detentions being issued.

Detentions of any length should always be recorded on Behaviour Watch.

Screening, Searching and Confiscation

DfE states (*Searching, Screening and Confiscation – Advice for Head Teachers, School Staff and Governing Bodies – February 2014*) that members of staff can confiscate, retain or dispose of a student's property, as a punishment, so long as it is reasonable in the circumstances and possession of the item contravenes school policies. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Staff are advised to consult the "Mobile Device & Social Networking Policy" for specific guidelines on the confiscation of valuable devices.

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

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers

- Electronic cigarettes
- Fireworks
- Pornographic images
- 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.

Staff should never search a child alone. A senior member of staff and a member of the Safeguarding Team, a mentor or a Safeguarding Lead should be present and if possible the School Police Officer. We advise staff to ask students to empty bags first, before checking themselves. Similarly, they should ask students to empty all pockets and then remove their blazers to be checked. Trouser pockets should be pulled out by the student not searched or patted by staff. It is perfectly acceptable to ask students to remove shoes and socks. Anything more physically intrusive than the above is not permitted.

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.

The School Police 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.

The Use of Reasonable Force

Physical intervention, restraint or force must NEVER be used as a form of punishment.

St Paul'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 clearly stated in their Provision Map.

Behaviour Interventions

We endeavour to manage interventions in a pro-active way, so we are managing it preventively rather than reactively.

- **In Zone Interventions**

Before being flagged up for more intensive intervention, the following routes are available and should be used;

1. Form Tutor Planner Check
2. Form Tutor Behaviour Watch Report Monitoring
3. Form Tutor Attendance/Punctuality Monitoring
4. 3 Bs Report with Form Tutor (Never longer than 4 weeks, with a change of targets after 2.)
5. RSL Attendance/Punctuality Monitoring
6. 3 Bs Report with RSL (Never longer than 4 weeks, with a change of targets after 2.)
7. Referral to the Inclusion Panel

If classroom teachers, tutors or RSLs feel a student will benefit, they can refer them to the Mentoring Team.

- **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 with within the Learning Zone.**

The Panel is made up of a cross section of staff from Inclusion, Attendance, Teaching & Learning & Behaviour Management. 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. A “Traffic Light” system is used with students reviewed at each subsequent meeting following their original referral and “Red Level” cases taking priority.

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

In School Interventions

1. Pastoral Support Plan
2. Mentoring meetings
3. Careers interviews
4. Counselling sessions
5. Chaplaincy intervention
6. Academic/ pastoral support
7. Attendance intervention
8. Early help assessment
9. Contact with parent
10. Medical intervention
11. Strategy meeting

External Interventions

1. CAHMS
2. YCPP Referral
3. FAP Meeting
4. Additional off-site provision
5. Other external professional support

Multi Agency Intervention

1. EHA Meeting
2. TAC Meeting

3. Child Protection Plan
4. LAC meeting
5. PEP meeting

Use of the Pastoral Support Plan

These are only implemented on the advice of the Inclusion Panel. A very good overview of the process is provided on the document “Initial Stages PSP through to FAP Information Sheet 1” which can be found in the Behaviour Management section of the Academy Policies folder in the shared area.

Use of Exclusion

This can be through:

- Internal Exclusion Within a Learning Zone;
- Seclusion;
- Internal Exclusion with Vice Principal or Principal;
- Approved and Agreed Temporary Education at Home;
- Fixed Term Exclusion.

There are very extensive guidelines to how these should be used in the Academy’s “Exclusion Policy.” All staff must make themselves familiar with that document which can be found in the Behaviour Management section of the Academy Policies folder in the Staff Shared Area.

Please Note: Although staff may ask a student to step outside *very briefly* to re-consider their actions, for obvious safeguarding reasons, it is not acceptable for classroom teachers to place students outside the classroom as a sanction, either standing or sitting. The only time it is acceptable for a student to be working outside a classroom is when this is a consequence of a properly sanctioned & supervised Internal Exclusion within a Learning Zone.

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 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 control of Senior Management, this will only happen after other interventions have been tried but failed to have a significant effect.

Please refer to the document “FAP Protocols” which can be found in the Behaviour Management section of the Academy Policies folder in the shared area.

The Fair Access Panel meets on a fortnightly 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 your 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.

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 the Principal or Vice Principal. It is perfectly acceptable to inform the complainant 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.

Use of the Academy's School Police Officer

The Academy's School Police Officer has a positive and proactive role within the Inclusion Learning Zone and when appropriate, students and/or their parents and carers will be advised by the School Police Officer in order to provide an extra level of support. This can involve the setting up of Behaviour Contracts between the School, Home & the SPO.

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

- YCPP 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.

This policy will be reviewed by September 2019
