



St Paul's Juniors

Behaviour, Rewards and Sanctions Policy

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to: policyquery@stpaulsschool.org.uk

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1. Introduction

- 1.1 St Paul's Juniors aims to encourage pupils to adopt the highest standards of behaviour and conduct during their time with us. We believe that healthy relationships and a safe and secure learning environment are essential requirements for the effective development of intellectually curious and motivated pupils. We believe in the importance of kindness and mutual respect between all members of our community and place great importance on creating an inclusive and welcoming ethos. We treat everyone as an individual and aim to develop the whole person so that pupils are well equipped to take their place in the world.
- 1.2 Specifically, we aim to:
- Create a safe environment in which pupils are able to distinguish between right and wrong, where mistakes will happen, be corrected and learnt from, and where success can be celebrated and rewarded.
 - Develop an atmosphere, in which pupils can learn well and teachers can teach effectively.
 - Help pupils self-regulate their emotions, encourage them to use initiative and to accept responsibility for their behaviour, actions and conduct.
 - Show pupils that a strong work ethic and excellent behaviour are highly valued.
 - Recognise and promote the school character traits of Kindness, Respect, Humility, Integrity and Resilience and place an emphasis on the importance of these traits through regular character education.

2. The Character Traits and Code of Conduct

- 2.1 Whilst pupils are at St Paul's Juniors they are expected to adhere to the School Code of Conduct (Appendix 1), particular emphasis is placed upon the School's five character traits, which are displayed in classrooms and other communal areas. The character traits lie at the heart of all we do in school. They are:
- Kindness
 - Integrity
 - Respect
 - Humility
 - Resilience
- 2.2 We expect the highest standards of behaviour inside and outside the classroom as well as beyond the school gates, and in any written or electronic communication.
- 2.3 We expect pupils, parents and staff to treat each other with kindness, consideration and mutual respect and to respond positively to the demands of school life. We expect our pupils and staff to behave at all times in a manner which reflects the best interests of the entire school community. We believe in the importance of cooperation amongst all members of the school community and as such we expect the entire School community to adhere to our Code of Conduct.

- 2.4 Our Anti-bullying policy makes clear our commitment to addressing and eradicating harassment and bullying, which are unacceptable. Everyone has the right to feel safe and secure and to be treated with kindness and mutual respect. Please see our Anti-Bullying policy for further information.
- 2.5 The over-arching guidelines in the Code of Conduct are supplemented in the following documents to which pupils are expected to adhere:
- ICT Acceptable Use Policy (iPad rules and mobile phone policy)
 - Anti-bullying Policy
 - Bus Code of Conduct
 - Health and Safety Regulations.

All of this information can be found on the Parent Portal. A summary of the main points of these policies can be found in Appendix 1 and in the Homework Diary.

3. Involvement of pupils and parents/carers

- 3.1 Parents who accept a place for their child at SPJ agree to uphold the School's policies, including this policy, when they sign the Parent Contract. They will support the School's expectations in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extra-curricular activities and homework.
- 3.2 The School is always happy to consider the views, suggestions and opinions of parents and pupils and we hope that they find the School responsive. The School has developed a comprehensive approach to ensure that it listens effectively to the views of parents and pupils, full details of which can be found in the School's policy, 'Ways in which St Paul's Juniors listens to Pupils and Parents.', which is available on the Parent Portal and on the School website.

4. Responsibility of Staff

- 4.1 Our aim is to reward and encourage good behaviour through our rewards system and to highlight and discuss the Character Traits in different contexts. Members of staff can help reinforce positive behaviour by giving praise and recognition, awarding House Points, signing the character trait grid, giving other awards and by setting high expectations and modelling desired behaviours.
- 4.2 In addition to the above, sanctions help us to correct poor behaviour choices, set boundaries and to manage challenging behaviour. All members of staff have a responsibility to reinforce positive behaviour and to challenge incidents of poor behaviour in School.
- 4.3 It is the responsibility of all members of staff to uphold the School's behaviour expectations at all times. This includes when pupils are off the premises (e.g. fixtures, trips, en route to School) and in any discussions with parents.
- 4.4 Misbehaviour should be challenged whenever it is observed. Staff should do so even when not taking part in an official duty.

5. Monitoring, Communication and Recording

5.1 Monitoring

- 5.1.1 Led by the pastoral team, staff monitor behaviour across the school in order to identify patterns. Behaviour is monitored in the various ways (below) with a view to making improvements through new initiatives.:

- Monitoring of pastoral profiles on CPOMS Form Tutors are, in the first instance, responsible for their tutees' pastoral care and will monitor their academic and personal development closely. Heads of Year are also involved in the monitoring of these pastoral records, as is the Senior Deputy Head
- Discussions between the Form Tutor and the pupil's Head of Year and/or Senior Deputy Head.
- Sharing relevant pastoral information at weekly Monday morning staff briefings.
- Discussion between the Senior Deputy Head and Heads of Year informally and during weekly meetings.
- Discussion at School Leadership Team meetings.
- Meetings between pupils and the School Counsellor and parents.
- School wide questionnaires.

5.2 Communication

5.2.1 Information regarding pupils' behaviour is almost always communicated between staff electronically via CPOMS Discussions may take place between the relevant members of staff and pupils depending on the severity of the issue reported. Parents in the First Years will be notified that their son has received a warning through a note in the homework diary. In the Second Year parents will be notified by their son's Form Tutor or Head of Year that their son has received a Warning or Detention via e-mail correspondence. In the Third Years, parents will be notified by email when a warning is received. Further information may be shared by email or telephone as appropriate. A member of staff may feel the need to arrange a meeting with a pupil's parent(s) to discuss behaviour and parents are requested to make themselves available at the earliest given opportunity.

5.3 Recording

- 5.3.1 All incidents and communication concerning behaviour are logged electronically on the School's Management System (CPOMS) and ePraise.
- 5.3.2 Incidents of bullying and alleged bullying, homophobia, misogyny, HSB (Harmful, Sexual, Behaviour) and Racism are all recorded on CPOMS and where appropriate stored on a server, available only to members of the Senior Leadership Team.
- 5.3.3 In order to ensure that pupil transition is smooth to St Paul's School at 13+, pastoral and behavioural records will be passed to the St Paul's School. Information is also shared in transfer meetings between the Head of Third Years (SPJ) and the Head of Middle School (SPS) as appropriate.
- 5.3.4 Any safeguarding concerns are referred to a Designated Safeguarding Lead in line with the School's Safeguarding Policy.

6. Rewards

- 6.1 The School recognises the importance of praise and rewards in promoting good behaviour. Reinforcing positive behavioural traits encourages repetition of these good behaviours. It is part of a Form Tutor's role to establish good routines with their Form and introduce the Code of Conduct and expectations to their Form at the beginning of each academic year.
- 6.2 Positive behaviour is acknowledged both formally and informally. Staff are strongly encouraged to reward pupils for academic achievement, effort, acts of generosity, helpfulness, care, concern for others, good manners and other behaviour embodying the School's Character Traits.
- 6.3 Good behaviour can be reinforced using the following rewards:
- **An encouraging word to a pupil:** staff are encouraged to celebrate achievements, good manners and effort. This may be done discreetly (e.g. a word of encouragement to an

individual) or more publicly (e.g. in front of a class, complimenting a group on exemplary behaviour on a school trip or in the corridor, in a House meeting or in an assembly).

- **A positive comment in the pupil's homework diary or report:** making positive comments about their behaviour, involvement and attitude so that success can be shared at home
- **Initiating the pupil's Character Trait Grid** (building up to Head of Year and Head's Awards.)
- **A visit to the Head of Year, Academic Deputy Head, Pastoral Deputy Head or Head** following particularly good behaviour, effort or academic excellence.
- **House Points:** these are awarded frequently and are the most common method of rewarding pupils. House Points can be awarded for good behaviour, effort or achievement. These may be awarded by any member of staff and are awarded using ePraise, the School's positive rewards system. Certificates are awarded in House Meetings to pupils who have met key milestones. The Senior Deputy Head monitors the awarding of House Points to ensure the system is applied fairly between classes and year groups. Every House point contributes towards the overall House competition. Gaining points for their Houses is a good incentive for pupils and fosters a sense of team spirit. Pupils and parents can see which House is leading in the collection of House points alongside the categories House Points have been awarded for. At the end of term, Heads of Houses announce the winning House.
- **Head of Year Award:** nominating the pupil for a Head of Year award which means an award postcard is sent home or presented during Form Time and a pupil is awarded three House points;
- **Head's Award:** A Head's Award is the pinnacle of our reward system. This prestigious award is recorded by the Head and celebrated in the Grapevine, the school's electronic newsletter. Staff are encouraged to send a pupil to the Head if he has produced a particularly outstanding or exceptional piece of work, an act which particularly embodies the Character, or he has demonstrated excellent and consistent effort. It is intended that such awards are given only sparingly. It is worth five House Points. When a pupil receives three Head's Awards in one academic year they are invited to join the Head and Senior Deputy Head for a celebratory meal with other Head's Award winners.
- **Individual Prizes:** prizes are awarded in the annual Prize Giving in the Summer Term to recognise contributions to school life, excellence and endeavour.

7. Sanctions

7.1 Key Principles

- 7.1.1 In implementing a strong and fair behaviour policy, which is clearly understood by the whole community, staff will try to ensure that their responses are above all, consistent. In order to achieve this consistency a progressive scale of sanctions is used to help staff distinguish between different levels of behaviour.
- 7.1.2 Wherever possible, an incident of poor behaviour should be dealt with immediately by the member of staff present. In more serious cases, the Head of Year or the Senior Deputy Head should be involved.
- 7.1.3 The type of sanction employed should always be appropriate to the seriousness of the incident, as well as to the previous history of the pupil concerned.

- 7.1.4 An incremental scale of sanctions is in place, on the premise that it is not sensible to reach the ultimate sanction too soon. In serious cases of misbehaviour, a pupil may be moved to an appropriate sanction, which may include one of the most serious sanctions.
- 7.1.5 Staff acknowledge that their response should be swift and they must have confidence in their own judgement and discretion in enforcing the appropriate sanction.
- 7.1.6 The School will take into account those pupils who have particular learning and behavioural needs to ensure that reasonable adjustments are made.
- 7.1.7 The Pastoral Deputy Head has the overall responsibility to ensure that the system is applied fairly and consistently, and members of staff should seek their advice or that of their Head of Year if in doubt as to what action to take following an incident.

7.1.8 **Physical Restraint**

St Paul's Juniors does not use corporal punishment.

Any use of restraint by a member of staff must be reasonable, proportionate and lawful. Any physical restraint used will comply with DFE and LEA guidance. Restraint will only be used in exceptional circumstances when immediately necessary (e.g. for a pupil's own protection or for others' safety) and for the minimum time required to prevent a pupil from doing or continuing to do any of the following:

- Injuring themselves or others;
- Committing a criminal offence;
- Causing damage to property, including their own;
- Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used, it must be reported to Senior Deputy Head and Head via the School's Low Level Concern System. This facilitates discussion between the staff member and Senior Leader regarding why it was necessary and to plan follow-up actions with the pupil. Parents are informed as soon as practically possible after the event.

7.1.9 **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, the school will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis and the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil 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. These measures may include the following:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Considering uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The Head of Learning Support (HLS) may evaluate a pupil 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 pupil, 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.

Pupils 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 pupil 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.

7.1.10 Support for pupils who are experiencing behaviour difficulties

At any stage within or before the disciplinary process, following discussion with the Form Tutor and subject staff, a pupil may be placed on a **Progress Tracker**. Parents will be informed before the commencement of a Progress Tracker. Members of staff who teach the pupil concerned will be informed at a staff briefing and via an email. Pupils must present the Progress Tracker to the subject teacher at the beginning of each lesson and collect it at the end. Members of staff enter a grade/comment for the pupil's attitude to work, effort and behaviour in the lesson, according to agreed targets. At the end of each day the pupil must see their Form Tutor to discuss the day's comments. The Form Tutor will sign the card and the pupil takes home a copy to show their parents. At the end of the week, the pupil will discuss the progress he has made with their Head of Year or Assistant Head of Year. A copy of the Progress Tracker will be kept on the pupil's electronic file. We offer paperless trackers for those boys who struggle with their organisation.

A meeting may be arranged at any stage with the parents and any combination of the following members of staff: Form Tutor, Head of Learning Support, Head of Year, Senior Deputy Head, Deputy

Head Academic or Head. The purpose of the meeting would be to discuss the current behaviour concerns being exhibited by the pupil and to come up with strategies to help them improve the situation. A referral to the School Counsellor, to the Family GP or to other external agencies might be considered.

7.2 Level 1: The Form Tutor or Member of Staff

7.2.1 The majority of disciplinary matters are minor day to day issues and the School encourages such matters to be dealt with by the individual member of staff. These may include offences in relation to prep, work and pastoral or social matters which are accepted as not being abnormal for pupils of this age on a daily basis at this school. More often than not, misbehaviour at this level can be addressed swiftly and relatively easily. Staff should use CPOMS to record any incidents of misbehaviour and where appropriate, information will be shared with parents.

7.2.2 Recording information on CPOMS is essential. It enables the Form Tutor to build up an accurate picture of the pupil's behaviour over time. The responsibility for addressing the unacceptable behaviour remains with the member of staff who has spotted it but the Form Tutor will follow up with pupils any incidents of unacceptable behaviour.

7.2.3 The following sanctions are available at this level:

Warnings: Initially a member of staff will ask a pupil to correct their behaviour using a verbal warning. If the behaviour continues the member of staff will remind the pupil of what is expected and explain that they have one more chance to correct their behaviour. If the pupil chooses not to do so, a Warning is issued along with the reason for the sanction. This is recorded on iSAMS. The Form Tutor will receive notification of the misdemeanour and will speak to their tutee about this. The Form Tutor will record a Warning in the pupil's Homework Diary by writing a 'W' inside a circle, or send an email home. Three warnings result in a detention with the pupil's Head of Year.

Some examples of behaviour warranting a warning being issued include:

- a. Running at speed through the corridors and on stairs;
- b. Deliberately pushing / shoving a pupil ;
- c. Eating unhealthy snacks (sweets, crisps) , chewing gum
- d. Unkind / thoughtless comments to a classmate;
- e. Mobile phone being used without permission from a member of staff;
- f. Arriving late to a lesson without a valid reason ;
- g. Ignoring a direct instruction;
- h. When several reminders are needed for minor offences like: appearance, equipment etc.
- i. Repeated behaviour issues where a verbal reminder is not considered sufficient or has not been effective.

Confiscation: There are occasions when it may be necessary to confiscate property from pupils, for example if a pupil is playing with a tennis ball in the corridor. Normally confiscated property should be returned to the pupil at the end of the school day. Members of staff should not destroy confiscated items as they remain the property of the pupil. Valuable items that have been confiscated, such as a mobile phone, should be given to the School Office to look after during the school day. The Office will keep a record of who has had phones confiscated so Heads of Year can issue sanctions as appropriate.

Where an item has been confiscated because it was inappropriate, unlawful or hazardous for the pupil to have brought it into school, staff should immediately refer the matter to the Head of Year or Senior Deputy Head

Incidents that have occurred during fixtures or clubs can result in pupils missing subsequent fixtures or extra-curricular activities. This sanction can also be used if it is deemed likely to be effective where

other sanctions haven't worked. In the rare circumstances when a member of staff feels the need to remove a pupil from the classroom, he should be taken to the SPJ Office by an adult.

7.3 Level 2: Head of Year

7.3.1 If it is felt that an offence is more serious than the Form Tutor or member of staff would reasonably expect to deal with themselves, the member of staff should consult with the pupil's Head of Year. Such offences may include repeated disruption or anti-social behaviour or a consistent failure to produce satisfactory work. A pupil may be fast-tracked to this level if the member of staff feels this is proportionate to the behaviour observed. A pupil may also be sent to their Head of Year, preferably during a morning or lunchtime break or, more urgently, during a lesson.

7.3.2 If the member of staff feels that the sanctions available at Level 1 have not improved a pupil's behaviour, they may give a lunchtime detention to be served with the Head of Year. A detention may be given for an individual act of serious behaviour or for cumulative offences (e.g. 3 warnings)

7.3.3 The following sanctions are available at this level, in addition to those at Level 1:

- The pupil concerned has to go and speak with the Head of Year, preferably during a break or lunchtime, or more urgently during lessons.
- A thirty-minute lunchtime detention. This is recorded on iSAMS. Examples of where a lunchtime detention is appropriate include:
 - Swearing
 - Being out of bounds
 - Rudeness to staff or peers
 - Persistent disruption in a lesson (where a Warning is insufficient)
 - Damage to school property
 - Disobeying a rule that has been recently reinforced with the whole school
 - Physical behaviour
 - Misuse of a mobile phone or other technology
 - When a series of Warnings have been received for similar small incidents of poor behaviour, a member of staff can issue a Lunchtime Detention to address these.

7.4 Level 3: Head of Year and / or Senior Deputy Head

7.4.1 A pupil will be sent to the Head of Year and/or Senior Deputy Head for serious acts of anti-social behaviour such as systematic verbal or physical bullying, stealing, foul and/or abusive language or very poor academic achievement through lack of effort over a period of time. A pupil should also be referred to their Head of Year and/or Senior Deputy Head for amassing a sufficiently high number of warnings or detentions to warrant an After-School Detention.

7.4.2 The following sanctions are available, in addition to those at Levels 1 and 2:

- After-School Detention: This will be imposed when a pupil has either been given an unacceptable number of lunchtime detentions or for a single act of particularly poor behaviour which would not usually be dealt with at Level 1 and 2. After-School detentions will be held from 4.00pm-5.00pm. The Head of Year or Senior Deputy Head will write or speak to parents explaining the reasons for the detention. No set number of lunchtime detentions will warrant an after-school detention. Each case will be considered individually after consultation between the Head of Year or Senior Deputy Head and the relevant member of staff. However, in most cases after a pupil has served two lunchtime detentions, he will be warned that a third may be an after-school detention. After school detentions are recorded on iSAMS.

- If a pupil receives two After-School Detentions in an academic year then the Senior Deputy Head will ask to meet with the pupil's parents to warn them that a failure to improve their behaviour may result in a more serious sanction.
- Saturday Detention: This sanction will apply for certain acts of serious misconduct. This includes the use of racist, homophobic, misogynistic or transphobic language. It lasts for two hours and is supervised by the Senior Deputy Head, who will set educative work for the pupil concerned after consultation with relevant teachers. This is a serious sanction and should and will be issued by the Senior Deputy Head or Head. Where appropriate, the Senior Deputy Head will convene a meeting with parents to discuss the matter.
- Pupil Contract: A pupil may be asked to enter into a contract between the School, pupil and parents outlining the terms which need to be met in order to improve academic performance and/or behaviour. It will also outline the consequences of good as well as poor behaviour. This meeting will be coordinated by the Senior Deputy Head who will take responsibility for drawing up an agreed contract.
- Loss of Privileges: Losing the right to go on trips, residential visits or membership of School teams may be enforced due to misbehaviour on a previous visit or away match. However, consideration is given to the impact on others teaching or taking part in these activities. A loss of privileges will be communicated home by the Head of Year in most instances. This sanction is recorded on a pupil's file via the Behaviour Record in the Pastoral Module of iSAMs.

The below table shows for illustration purposes only the structure of sanctions.

Sanction	Verbal warning	Warning	Lunchtime Detention	After School or Saturday Detention
How it's communicated	Verbally at the time of the incident, framed within the language of choice. This may also be accompanied by a chat at the end of the lesson. Discussion based around the school's five character traits.	Pupil informed. Added to pastoral module on CPOMS	Pupil informed Added to pastoral module on CPOMS Parent Informed	Email and/or call home to parents.
Who follows up?	Subject teacher	Subject teacher and Form Tutor	Head of Year	Senior Deputy Head
Examples	Small infractions (i.e. talking when the teacher is talking, fiddling, disruption in the queue in the corridor)	Disruption Unkindness A marked lack of effort Talking out of turn After x2 verbal warnings for a small infraction Missed/late preps Equipment issues Persistent lateness Being on an iPad without permission	Persistent lack of effort Poor quality work (after efforts have been made to help with understanding) Defiance Bullying Damage to school property Swearing or inappropriate language	Nine Warnings Bullying Dangerous Behaviour Fighting Truancy Persistent defiance or rudeness Homophobic, racist, misogynistic language.
How often should these be distributed?	As soon as the issue becomes apparent in a given lesson	After x2 verbal warnings. If it is in relation to equipment issues, then 3 occasions. If it is in relation to late or missed prep, then 2 occasions.	Straight after the issue occurs for serious misconduct (i.e. swearing). If the student is distressed, it may be an idea not to mention this sanction in the moment. If an issue for which a warning has been given is repeated.	Following consultation with parents, pupil informed.

7.5 Level 4: Senior Deputy Head and/or Head

7.5.1 Cases involving serious misconduct (as defined below) will be decided upon by the Senior Deputy Head and Head. A pupil in SPJ who is found culpable of serious misconduct may be liable to a Saturday detention or a fixed-term (suspension) or permanent exclusion (expulsion). In the case of a suspension or exclusion, the Head will be involved and make the final decision based on a recommendation from the Senior Deputy Head.

7.5.2 The full investigation procedure can be found in Sections 8 and 9.

7.5.2 Definition of serious misconduct

For the purposes of this policy, 'serious misconduct' means any act or omission (or any series of acts and/or omissions) that:

- a) has or could have had a serious adverse effect on: (i) any part of the physical environment or property of the School; (ii) any aspect of the wellbeing of any member of the School community (pupils and staff); and/or (iii) the learning of the pupil themselves or that of any other pupil;
- b) is criminal; and/or illegal; and/or
- c) harms the public image of the School.

The following are examples of serious misconduct, although this is not an exhaustive list:

- Violent or threatening behaviour,
- Intimidation or blackmail;
- Indecent, offensive, abusive, racist, homophobic, misogynistic or transphobic language
- Persistent bullying or harassing behaviour;
- Theft;
- Involvement (including supply, possession or use) with illegal drugs, psychoactive substances, associated items, or items intended to resemble them, or alcohol or tobacco
- Possession of offensive weapons or any dangerous, poisonous, flammable or explosive items;
- Misconduct of a sexual nature;
- Supply or possession of pornography;
- Vandalism and deliberate or reckless damage to property;
- Serious misuse of ICT facilities or the serious breach of the School's AUP;
- Serious or repeated breaches of the Code of Conduct;
- Persistent attitudes or behaviour which are inconsistent with the School's ethos; and breach of the Code of Conduct after a pupil has signed a behavioural or academic contract;
- Making a deliberately false or malicious allegation against a member of staff;
- Other serious misconduct which affects the welfare of a member or members of the school community or which brings the School into disrepute (single or repeated episodes) on or off school premises.

7.5.3 Suspension of the pupil

A pupil may be suspended, as a sanction in its own right, for between one day and up to three weeks for a serious breach of school discipline where expulsion is not deemed appropriate. A record is made under the 'Major Sanctions' section of iSAMS and is recorded on the appropriate School records, available only to members of the Senior Leadership Team. Should a suspension continue for a period of more than five school days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. The Senior Deputy Head will coordinate these arrangements with the pupil's parents or guardians. Suspension packs are provided to pupils to complete while they are not in school. These packs are educational and pupils are asked to complete work to better understand why they have received a serious sanction. Suspension packs include Anti-Racism, Disability, Homophobia and Transphobia, Misogyny and discrimination based on religious belief. When a pupil returns to school the completed work is discussed with the Senior Deputy Head.

7.5.4 Requirement to Leave

For an extremely serious breach of school discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of the school community, the pupil may be *required to leave* permanently. This decision can only be taken by the Head. Subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another school. A record is made under the 'Major Sanctions' section of iSAMS and is recorded on the appropriate School records, available only to members of the Senior Leadership Team.

7.5.5 Permanent exclusion (expulsion)

The pupil is expelled from St Paul's Juniors. This decision can only be taken by the Head. A pupil is liable to expulsion for a grave breach of school discipline, for example a serious criminal offence or some wilful act calculated to cause serious damage to the school, its community or any of its members. Expulsion implies that the pupil's name will be removed from the roll of the school and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of expulsion shall be payable and any deposit shall be retained by the school. A record is made under the 'Major Sanctions' section of iSAMS and is recorded on the appropriate School records, available only to members of the Senior Leadership Team.

8. Investigation Procedure

- 8.1 Complaints or allegations of serious misconduct should be referred to the Senior Deputy Head in the first instance. The Senior Deputy Head will start an investigation into the matter with a view to establishing the facts. The Senior Deputy Head may carry out the investigation themselves or ask another member of the Senior Leadership Team to do this if they consider this to be appropriate.
- 8.2 The School will inform the parents as soon as reasonably practicable that the pupil may face formal disciplinary action, and the reason for it. The Senior Deputy Head will inform the Head of the commencement of the investigation.
- 8.3 As part of the investigation, the pupil may be questioned and the pupil's private space, belongings and clothing may be searched in appropriate circumstances. Clothing will only be searched if the pupil removes it voluntarily. Only outer clothing will be searched. If necessary the police will be called. All reasonable care will be taken to protect the pupil's human rights and freedoms. Wherever possible another adult will be present.
- 8.4 During the investigation in appropriate cases, the pupil may be suspended from School and from engaging in any School activities. Suspension will also prohibit access to any part of the School site. Should a suspension continue for a period of more than five school days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. The Senior Deputy Head will coordinate these arrangements with the pupil's parents or guardians.
- 8.5 On completion of the investigation, the Senior Deputy Head will advise the Head whether:
 - There is a case of serious misconduct which the pupil should answer; or
 - The misconduct is less serious and a disciplinary sanction lower than suspension is appropriate; or there is no case for the pupil to answer.

9. Disciplinary Meeting

- 9.1 In a case where the Senior Deputy Head has reported that there is a case to answer, a disciplinary meeting will be convened within ten working days of receipt of the report at which the Head will consider the complaints of serious misconduct and the findings of the investigation. The Senior Deputy Head or another member of the pastoral staff shall be in attendance. The pupil and their parents shall be entitled to attend but they shall not be entitled to be legally represented. The pupil and the parents shall be given every opportunity to state the pupil's case before a decision is made. Notes of the meeting will be taken by the School and the pupil and parents provided with a copy after the meeting.
- 9.2 If the parents or the pupil have any special educational needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Senior Deputy Head so that appropriate arrangements can be made.
- 9.3 If the pupil or the pupil's parents experience difficulty in attending due to a disability, the School will make reasonable alternative arrangements to accommodate the disability. If a parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the parent can be involved with the disciplinary process and their child's education.
- 9.4 There are potentially three distinct stages of a disciplinary meeting:
- **The complaint(s):** The Head will consider the complaint[s] and the evidence, including statements made by and / or on behalf of the pupil. Unless the Head considers that further investigation is needed, they will decide whether the complaint has been sufficiently proved. The standard of proof shall normally be the civil standard, i.e. the balance of probabilities. Appropriate reliance may be placed on hearsay evidence but the Head will not normally refer to the pupil's disciplinary record at this stage.
 - **The sanction:** If the complaint has been proved the Head will outline the range of disciplinary sanctions which they consider are open to them. They will take into account any further statement which the pupil and / or others present on their behalf wish to make. The pupil's disciplinary record will be taken into account. Then, or at some later time, normally within 24 hours, the Head will give their decision, with reasons.
 - **Leaving status:** If the Head decides that the pupil must leave the School, they will consult with the parent or guardian before deciding on the pupil's leaving status (see below).

The Head will consider all that is said at the meeting and, if they feel they have all the information necessary to make a decision, decide whether the complaint or allegation of serious misconduct has been sufficiently proved and the disciplinary sanction they will impose.

The Head will make their decision on the balance of probabilities. If they find that the pupil has committed a very grave breach of School discipline or a serious criminal offence and there are no mitigating or extenuating circumstances warranting the imposition of a lesser sanction, they will decide that the pupil shall be expelled or required to leave the School.

If they decide that there are mitigating or extenuating circumstances or that the conduct in question is insufficiently serious to warrant expulsion they may decide on another disciplinary sanction such as suspension for a fixed period or suspension from certain School activities or the imposition of a final warning.

The Head's decision shall be communicated to the pupil and the parents within 24 hours of the end of the disciplinary meeting. The Head will confirm their decision and the reasons for it in writing within 4 working days of the meeting. The pupil or parents may request a review of the decision in accordance with the review procedure set out below.

The pupil shall stay away from the School following the disciplinary meeting pending the outcome of the Head's decision and during any review procedure. The decision to permanently exclude the pupil will be effective immediately on its communication to the pupil and their parents.

10. Leaving Status

10.1 The leaving status of the pupil will be determined by the Head as part of their decision as expelled, required to leave or withdrawn by parents. The Head will confirm such matters as:

- The form of reference which will be supplied for the pupil;
- The entry which will be made on the school record and the pupil's status as a leaver;
- Arrangements for transfer of any course and project work to the student, their parents or another school;
- Whether (if relevant) the student will be permitted to return to school premises to sit Common Entrance for another school;
- Whether (if relevant) the School can offer assistance in finding an alternative placement for the student;
- Whether the student will be eligible for membership of the Alumni Association and if so from what date;
- The conditions (if any) under which the student may re-enter school premises in the future;
- Financial aspects: payment of any outstanding fees and extras: whether the deposit will be returned or credited: refund of prepaid fees

10.2 The Head is required to act fairly and in accordance with the principles of natural justice and not to expel a pupil other than in grave circumstances. Parents are entitled to ask for a Governors' Review of a decision to expel or to require the pupil to leave for disciplinary reasons, or to suspend the pupil for 11 consecutive days or more. The review procedures, including Governor's Review are detailed in Appendix 2.

Appendix 1

The below information including the Code of Conduct for Pupils can be found in pupil homework diaries.

Character Traits and Code of Conduct for Pupils

At St Paul's Juniors our behaviour is guided by five key character traits. We strive to show:

Kindness by caring for others as well as ourselves, both physically and emotionally

Respect by valuing all people, places and property

Integrity by choosing to do the right thing even when no-one is watching

Humility by learning from all and being free from arrogance

Resilience by willingly reflecting and adapting when faced with challenges

Our Anti-Bullying Policy

Bullying is not tolerated at SPJ. We should always be kind to each other and to ourselves.

It is unacceptable for any pupil to watch bullying taking place and to do nothing about it.

Don't be a bystander, be an **UPSTANDER**.

If you see someone being bullied, speak up. Stand up for what is right and help support your friends.

How to deal with bullying or other problems

No one should have to put up with being bullied, or feel that they have to solve a big problem on their own. Look after each other. If someone doesn't seem themselves ask if they want to talk.

If you are worried about something or someone has said or done unkind things, the most important thing is to ask for help.

If you feel you are being bullied or that you have been badly treated by another person, **try to tell a member of staff and / or your parents.**

The following staff in particular will be able to help you:

- Your Form Tutor
- The Teachers on playground duty
- The School Nurses
- The School Counsellor
- Your Head of Year
- The Pastoral Deputy Head
- The Head

If it is urgent, however, and you are unable to find any of the staff above, you can always speak to another adult in school; the staff in the School Office will be able to help you find someone to talk to.

The School Monitors can also help you find a teacher to talk to, or you may wish to use **Tootoot** our online reporting service, or our **Pupil Welfare boxes** for those in Lower First and Upper First.

If you do not feel you can do any of the above, try to tell your parents.

Always remember that we will listen carefully to what you need to tell us and we will treat everything you say very seriously.

Conduct Inside the School Buildings

We expect you to:

- Be on time and ready for the start of every lesson;
- Put up your hand before you ask a question;
- Keep your classroom tidy;
- Walk, not run, on the left in the corridors and staircases;
- Use the alcoves for your bags, and keep the corridors clear; books and iPads should not be stored here.
- Use your lockers for books and your iPads and keep them tidy and well organised;
- Open doors for adults and for each other;
- Tell a teacher if you notice in the school an adult whom you do not recognise and who is not wearing a visitor's badge;
- Make sure you are familiar with the Health and Safety Rules in the school, especially in the Sports Centre, the Science Labs, the Art Room and in the Engineering Workshop.

Registration

Registration is important – in the event of an emergency, we must know exactly who is in the school.

If you miss registration for any reason, you must go and register with the School Receptionist in the SPJ Reception immediately so we know you are in school.

You should register by 8:25am in the morning and 1:15pm in the afternoon.

What to do if you feel unwell

The School Nurse is there to help you if you feel unwell or if you have hurt yourself. **You should always go to the School Office first** so that one of the secretaries can call to check the Nurse is in the Medical Centre.

Behaviour at break and lunch times

If the Code of Conduct is followed by everyone, break and lunch times should be a fun and safe time for all our pupils. You should not play in **'out of bounds' areas or where cars are parked or moving about.**

During morning break and at lunch times, you are expected to be outside unless you are taking part in a club (or if it is a wet break). Pupils in U3 are given special permission to stay in Form Rooms at certain times.

You should not be in any classroom unsupervised unless permission has been given by your Head of Year or you are collecting/returning books and folders at the beginning or end of a lesson

Food

You are allowed to bring in a snack and a drink for break time. The snack should be a healthy one, such as an item of fruit, a sandwich or a cereal bar. The drink should be water or fruit juice. Sweets, chewing gum, chocolate, crisps and fizzy drinks may not be brought into school.

The vending machines stationed around the campus as well as the SPS Cafe are not to be used by pupils at St Paul's Juniors.

Birthday treats may be brought in but you should bring treats for your Form only, and not for pupils in other forms. The birthday treats should be given out under the supervision of your Form Tutor; for pupils in the Lower Second Year and above this is at the end of the school day.

Please remember that SPJ is a nut free school. No nuts, nut derivatives or products containing nuts should be brought in to school. Many treats (especially donuts) often do not have ingredients and/or allergens listed on boxes and therefore may contain nuts. If you buy a snack on the way to school, it is your responsibility to check its ingredients carefully.

The Dining Room

The Dining Room staff work very hard to provide a large selection of fresh food for you every day.

You should:

- Walk to and from the Dining Room via the Ichthys road (between the Engineering building and Bigside pitches.) You should not walk through the SPS corridor.
- Be sensible and quiet while waiting in the lunch queue;

- Be polite to the Dining Room staff and remember to say ‘please’ and ‘thank you’;
- Show good table manners while you are eating;
- Tidy up after you have finished eating and return your tray;
- Not take food out of the Dining Hall;
- Not waste food.

Hair length

Pupils’ hair should be kept styled in a way that is safe, practical, and does not obscure their vision. Hair must not cover the eyes, and longer hair should be tied back during practical activities (e.g. Science, Engineering, Sport) for safety reasons.

Hair should be kept to its natural colour and not dyed or bleached.

We welcome and respect a wide range of hairstyles, including those that reflect cultural, religious, or ethnic identity.

All hairstyles should allow for safe participation in school activities, such as ensuring hair does not cover the eyes or pose a risk in practical subjects.

Spray deodorants

Pupils are not permitted to bring spray deodorants into school. Pupils should instead pack a roll-on or solid deodorant in their games bag.

Mobile Phones and Smart Watches

Third Years

Mobile phones can be brought into school by pupils in the Lower Third and Upper Third Years. Mobile phones should be switched off and placed in a pupils own Yondr Pouch when pupils arrive to form rooms.

Each pupil will have his own pouch and their Form Tutor will watch as the pouch is locked and clicked into place each morning. The Yondr pouch is then placed in the pupils’ locker and is not taken out again until the end of the school day.

Unlocking mechanisms are at exits so pupils can unlock the pouches before leaving the school. Pupils keep their Yondr pouches on them to use again the next day.

Please find enclosed an FAQ document that provides more detail on how the process will work. The cost of this initiative will be met by the school.

First and Second Years

For pupils in the First and Second Years, smart phone devices are not allowed in school and we strongly discourage the use of mobile phones throughout the First and Second Years.

If parents feel their son needs a mobile phone to help with their child's commute to school, a non-smart 'brick' phone may be used.

Parents must request the use of a non-smart phone via the Pastoral Deputy Head.

Each pupil that brings a non-smart phone into school will be given a Yondr pouch. Pupils will place their switched off non-smart phone into their pouch and their Form Tutor will watch as the pouch is locked and clicked into place each morning. The Yondr pouch will then be placed in the pupils own locker and is not taken out again until the end of the school day.

Unlocking mechanisms are at exit points so pupils can unlock the pouches before leaving the school. Pupils then keep their Yondr pouches on them to use again the next day.

Smart Watches (all Year Groups)

Smart Watches, FITBITS are considered to be a device with similar technology to mobile phones. All Smart Watches should be switched off and placed in a Yondr Pouch when pupils arrive to form rooms.

iPads

All pupils are expected to bring an iPad into School each day and are required to agree to the following rules:

When you bring your iPad into school you agree to the following:

- I will not share my passcode with my friends;
- I will use my iPad only with the permission of an adult;
- I will not access another person's device or storage area, nor interfere with other people's work or files;
- I will treat iPads and other IT equipment with respect;
- The messages I send or post will be polite and responsible;
- I will report any unpleasant material or messages sent to me;
- I will ensure that my iPad is in school each day and that it is sufficiently charged at the beginning of the school day;
- I understand the School may check my files and will monitor the internet sites I visit;
- I will not use my iPad in any way which breaks the SPJ Pupils' AUP agreement.

BUS CODE OF CONDUCT

1. Always be punctual. Wait on the footpath in a sensible manner, away from the road.
2. Do not push or rush for the door, but wait until the driver has stopped and opened the door. Show consideration for other passengers; help with bags and make space so that everyone is comfortable and happy. Find a seat quickly and quietly without pushing, and put on your seat belt.

3. Do not place your bags on a seat or in the gangway. Put them on the floor, in front or under your seat, or in the luggage compartment.
4. **Whilst the bus is moving, remain seated with your seat belt on. Do not: kneel or stand on the seat, walk about during the journey or throw/kick objects around the bus. This is for the safety of everyone on the bus.**
5. Speak to the driver only when s/he is not driving, or in an emergency. Remember excessive noise or quarrels can distract the driver and this may lead to accidents.
6. **Eating or drinking on the bus is not permitted.**
7. **The buying, selling or exchanging of sweets, cards or any other items is not permitted.**
8. Wait until the vehicle has stopped before getting up to leave. Make sure you take all your belongings with you as you leave the bus. If you have forgotten something and you want to return to the bus, make sure that the driver has not started to pull away. If the bus has started to pull away, please ask the driver on the next journey, and if you are still missing something, let the School Office know.
9. If you have to cross the road after getting off the bus, use a pedestrian crossing if available. Do not cross in front of the bus – the driver or other cars may not see you.
10. If the vehicle breaks down, or is involved in an accident, follow the instructions given by the driver.
11. If possible, please inform the driver beforehand if you are not going to be on the bus.
12. **Inappropriate language including swearing, racist, sexist or homophobic language will not be tolerated.**
Deliberate use of rhymes or the insinuation of inappropriate words is also unacceptable.
13. **Electronic Devices.** For boys in the First or Second Years no personal smart devices should be brought into school. For boys in the Third years, mobile phones should be kept within a Yondr pouch while any other devices should not be used to take pictures or videos of other passengers or of drivers. If a Third Year pupil uses any apps or games, they must be suitable for someone of their age and installed with the knowledge of their parents and not shared with other boys.
15. **Please behave politely, sensibly and safely at all times.** Always think if there could be any reason for the school or your parents to disapprove of your behaviour.

Appendix 2

Governors' Review

1. Governors' Review

Parents may request that the Governors review a decision by the Head to expel them or require their removal or where a decision has been made to suspend the pupil for 11 school days or more. An application for a review must be made in writing within seven days of the Head's decision being notified in writing to a parent, or longer by agreement. It should be sent to the Clerk to the Governors. If the parents or the pupil have any special needs or disabilities which call for additional facilities or adjustments, these should be made known to the Clerk so that appropriate arrangements can be made.

In their application the pupil or parents must state the grounds on which they seek a review and the outcome which they seek. For the avoidance of doubt, a mere disagreement with the decision of the Head will not of itself be grounds sufficient for a Governors' review. It is not the role of the Review Panel (hereafter known as the Panel) to overturn the Head's decision but to consider the representations made as outlined below and to make recommendations to the Head accordingly.

The review will be undertaken by three members of the Board of Governors. The Panel will have no previous detailed knowledge of the case or of the pupil, parents or guardian and will not normally include the Chairman of Governors. Selection of the Panel will be made by the Clerk to the Governors. Parents will be notified in advance of the names of the Panel members. Full consideration will be given to any bona fide objection to a particular member of the Panel.

The role of the Panel is to consider the representations made as outlined below and to make recommendations to the Head accordingly. It is not within the powers of the Panel to reinstate a pupil's place at the school against the wishes of the Head. The Panel may either uphold the Head's decision or refer the decision back to the Head with recommendations so that the Head may consider the matter further.

2. Review Meeting

The meeting will take place at Mercers' Hall, Ironmonger Lane, London EC2V 8HE. Other than in exceptional circumstances, the review meeting will take place within fourteen days of the receipt of the application. The review procedure is a private procedure and all those concerned in it will be required to keep the proceedings of the review meeting confidential and not disclose any details of it except as required by law. Those present at the review meeting will normally be:

- Members of the Review Panel.
- The Head of St Paul's Juniors.
- Parents or those with parental responsibility.
- The pupil, if he or the parents so wish.
- The Clerk to the Governors or their deputy.

If the pupil or the pupil's parents experience difficulty in attending due to a disability, or the parent's travel and working commitments prevent them from attending, the School will make

reasonable alternative arrangements to ensure that the pupil and/or their parents can be involved in the Review.

The pupil and their parents may be accompanied by a friend or relation and by a member of the School's staff selected by them, if desired. Legal representation will not usually be appropriate. If the pupil and their parents will be accompanied by someone who is legally qualified, the Clerk to the Governors must be given seven days' notice.

The proceedings will be chaired by one member of the Review Panel and will be conducted in an informal manner. Any statements made at the hearing will not be required to be made under oath. The Clerk will be asked to keep a handwritten minute of the main points that arise. All present will be entitled, should they wish, to write their own notes. The hearing shall be directed at all times by the Chairman of the meeting who will conduct the hearing in such a manner as to ensure that all those present have the opportunity of asking questions and making comments. Each of the grounds given in the parent's request for review will be considered and discussed. The rules of natural justice will apply.

All those attending the hearing are expected to show courtesy, restraint and good manners. The Chairman may in their discretion adjourn or terminate the hearing. If the hearing is terminated the original decision will stand.

If the Head considers it necessary in the interests of the individual or of the School that the identity of any person should be withheld, the Chairman of the panel may require that the name of that person and the reasons for withholding it be written down and shown to the Review Panel. The Chairman at their discretion may direct that the person be identified.

Up to two members of the School staff may speak generally about the pupil's character, conduct and achievements at the School if they are willing to do so, but will not be expected to express an opinion about the decision which is being reviewed.

When the Chairman decides that all issues have been sufficiently discussed, he/she will close the hearing. The Review Panel will decide:

- whether the facts of the case were sufficiently proved when the decision was taken to expel or require removal of the pupil on the basis of the balance of probabilities;
- whether the sanction was warranted, that is, whether it was proportionate to the breach of discipline or the other events which were found to have occurred and to the legitimate aims of the School in that respect.

If for any reason the pupil or their parents are dissatisfied with any aspect of the meeting, they must inform the Chairman at the time and ask the Clerk to note their dissatisfaction and the reasons for it.

If, having heard all parties, the Panel is minded to recommend that the Head's earlier decision should be confirmed, it is open to the Panel, with the agreement of the Head, the pupil and their parents to discuss the pupil's leaving status with a view to reaching agreement.

When the Chairman decides that all issues have been sufficiently discussed and if by then there is no consensus, he may adjourn the meeting; alternatively the Chairman may ask those present to withdraw while the Panel considers its recommendations. The Panel's recommendations will be notified in writing, with reasons, to the Head and the parents by the Chairman of the Review Panel or the Chairman of Governors within three days of the meeting. The Head will provide her

response to those recommendations in writing within 24 hours. In the absence of a significant procedural irregularity, the Head's decision will then be final.