

ST. PAUL'S CATHOLIC COLLEGE



Positive Attitudes to Learning Policy

Our Mission at St Paul's

Service to each other: learning to become a self disciplined leader

Teaching that inspires me, that challenges me,
that gives me a lifelong love of learning

Partnership at the heart of our school:
a partnership between school, home and community

Achievement: learn and achieve beyond my expectations within an
internationally-enriched curriculum, using world-class technology, with people who
care

Understanding of me as an individual: staff who know me by name
and help make my experience of school rich and happy

Love and respect experienced through our vibrant Catholic Christian community

Success: academically, spiritually, morally, socially and beyond the classroom

'Learn to Serve'

***St Paul's is a community of faith echoing St Paul's letter to Timothy where,
as hallmarks of Christian living Paul stresses
"love... service and doing the best that is possible."***

St Paul's Positive Attitudes to Learning Policy

1 Introduction & Purpose of Policy

2 Roles & Responsibilities

- **Governors' Responsibilities**
- **Headteacher's Responsibilities**
- **SLT Responsibilities**
- **Deputy Headteachers' Responsibilities**
- **Assistant Heads in Charge of Key Stages 3, 4 & 5**
- **Heads of Year Responsibilities**
- **SENCO Responsibilities**
- **Tutor Responsibilities**
- **Head of Department Responsibilities**
- **Classroom Teacher Responsibilities**
- **Parents/Carers' Responsibilities**

3 Student Code of Conduct

4 Rewards

- **General Praise**
- **In Assembly**
- **Plasma Screens**
- **Success Bus**
- **Annual Celebration Evening**

5 Sanctions

- **Lesson and Tutor Time**
- **Reaching a Warning 3 and Lesson Exit**
- **Gross Misconduct**
- **Unstructured Time**
- **Gross Misconduct during Unstructure Time**
- **Reports and Pastoral Support Plan**
- **Detentions**

- **Confiscation**
- **The Power to Use Force**
- **The Power to Search**
-

6 Taking into account Individual Student Needs

7 Exclusions

Links to other Policies and Documents

Appendix I - Exclusions

- **Internal Exclusion, usually with a members of SLT**
- **External Exclusion**
- **Permanent Exclusion**

Appendix II – Warning and Consequence System

Appendix III – Pastoral Support Plan

Appendix IV – Restorative Justice

Appendix V – Home / School Agreement

Appendix VI – Summary of Actions Following Half Termly Monitoring

Reviewed	Summer 2017
Approved By	FGB (LDA no change)
Next Review Date	Summer 2018 (annual review)

St Paul's Positive Attitudes to Learning Policy

1 Introduction & Purpose of Policy

1.1 As a Christian community we all have a responsibility to use our God-given talents to the best of our ability. The aims of this policy reflect our ethos as a Catholic school.

The purpose of this policy is to provide a framework to ensure that:

- We work together to make our school a happy and successful community
- We celebrate achievement
- We support each other through mutual trust and respect
- The welfare and safety of all students is assured
- All students are given the best opportunity to learn, including those who may have a special learning need

1.2 As a school, we believe:

- In mutual respect between staff and students
- In showing respect for the school environment and property
- In telling the truth
- In sharing
- In encouraging students to take responsibility for their own attitudes to learning and their own achievement
- In building the confidence of our students through using good words to encourage
- In listening, understanding and forgiving
- In providing every student with the skills, knowledge and understanding to give them the widest possible choice now and for the next steps in their lives
- In developing a positive learning environment where adults and young people are polite and courteous to each other
- That all learners are able to behave appropriately, thus allowing all to learn
- That working together, with mutual support and consistency will result in positive attitudes to learning, thus raising the achievement of all

1.3 To do this we will:

- Have a shared definition and expectation of good behaviour and positive attitudes to learning, based on gospel values
- Create a positive, safe and disciplined environment for learning
- Encourage and secure acceptable and consistent standards of behaviour
- Encourage the highest standards of teaching and learning
- Provide information about student attitudes to learning for teachers, tutors, pastoral managers, parent/carers and students
- Reward good attitudes to learning and attendance in a consistent way
- Provide a consistent approach to attitudes to learning in the classroom
- Promote a culture based on achievement, care and support
- Support each other to achieve excellent standards for ATL

- Promote an atmosphere of mutual respect where each individual will be listened to
- Ensure that the school's system of rewards, sanctions and support is understood by everyone: students, governors, staff and parents/carers
- Ensure the building of high quality relationships between teacher and teacher, teacher and student, student and student, teacher and non-teaching staff, student and non-teaching staff

2 Roles & Responsibilities

2.1 Governors' Responsibilities

- a) Review the policy and data relating to attitudes to learning
- b) Include a learning walk as part of link Governor visits to observe and monitor the implementation of the policy
- c) Attend the discipline committee for permanent exclusions

2.2 Headteacher's Responsibilities

- a) Ensure the policy is implemented
- b) Report to Governors on its impact
- c) Manage the permanent exclusion process as necessary
- d) Write to A1 students following half-termly monitoring

2.3 SLT Responsibilities

- a) Model policy and procedure at all times
- b) Respond to Leadership call outs as required
- c) Support staff with the consistent implementation of the policy

2.4 Deputy Headteachers' Responsibilities

- a) Consult with Assistant Headteacher (AHT) before any external exclusion is given as a sanction, then inform the Headteacher
- b) Where the DHT considers that an incident / accumulation of incidents may warrant a permanent exclusion, notify the Headteacher immediately
- c) Meet with student and family, along with HoY (and SENCO, where appropriate), when a student is placed on Red Report card. Ensure a written record of the discussion is kept on file and sent home.
- d) In consultation with AHTs, identify classroom teachers needing support with establishing a positive learning environment and refer them to the Head of Department as appropriate, so that appropriate support is put in place and monitored.
- e) DHT and AHTs will consider and approve recommendations for exclusions from HoDs for Gross Misconduct of students during lessons

2.5 Assistant Heads in Charge of Key Stages 3, 4 & 5

Monitoring

- a) To monitor report targets with any student on report, regardless of level

- b) To monitor punctuality and ensure appropriate sanctions are put in place if students are late
- c) Monitor, with HoYs, attitudes to learning of students who have been internally or externally excluded
- d) Hold HoYs to account for records kept for attitudes to learning of their year group and ensure that the agreed monitoring and support mechanisms are in place for named students

Action

- a) Ensure that all barriers to learning, including attendance, punctuality and behaviour are tracked regularly and appropriate support provided
- b) Meet regularly with the Heads of Year they line manage to monitor PARS, students on report and attendance
- c) Consult with HoYs to monitor the progress of students who are on report and ensure regular reviews are in place to assess the need for continued or alternative support
- d) Meet with student and family, along with HoY, when a student is placed on Amber Report card. Ensure a written record of the discussion is kept on file and sent home.
- e) Monitor the attitudes to learning of students in their respective key stage, through regular visits to lessons, conversations with staff and students, and PARS analysis
- f) Co-ordinate the work of HoYs to ensure that the school's rewards policy is implemented and that celebration of success in tutor groups and assemblies are consistent
- g) Consider and approve recommendations for exclusion from HoYs for persistently poor attitudes in a range of subjects and during unstructured time
- h) Consult with Deputy Headteacher before any external exclusion is given as a sanction, then ensure that all this is documented according to school procedures (See Appendix I)
- i) Report concerns of staff demonstrating difficulties with establishing a positive learning environment to the Deputy Headteacher for Teaching and Learning so that appropriate support can be put in place
- j) Speak to students who are A2 on average, following half-termly monitoring

2.6 Heads of Year Responsibilities

Monitoring

- a) To ensure that all barriers to learning, including attendance, punctuality and behaviour are tracked regularly and appropriate support provided
- b) Monitor the attitudes to learning of students in their year group, through regular visits to lessons, conversations with staff and students, and PARS analysis
- c) To ensure that tutors are consistent in their approach to monitoring students on report
- d) To monitor every week all students in their year group who are on report
- e) To identify students requiring further and appropriate support and to discuss and coordinate this with appropriate AHT
- f) Ensure rewards and celebrations of success are administered according to policy procedure in assemblies and tutor time
- g) Ensure that tutors monitor PARS for both positive and negative comments
- h) Ensure that tutors monitor lateness of tutees and that this is dealt with appropriately
- i) Ensure that tutor puts students those students who are on average a C1 or C2 in half-termly monitoring on white report

- j) Ensure that all students who are on average an A3 are spoken to by the tutor, to encourage an improvement in Attitude to Learning

Action

- a) Deal effectively with low level disruptive behaviour in all areas of the school e.g. corridor, playground etc. This can either be done directly or through the tutor
- b) To contact home when internal exclusion is used as a sanction and ensure that this is documented according to school procedures (See Appendix I)
- c) To contact home, notify the SENCO, tutor and appropriate AHT when a student is placed on a Green Report. To ensure the appropriate letter regarding the use of reports is sent
- d) To contact home and arrange to meet (where appropriate) with parents/carers to alert them to concerns about the attitudes to learning of their son/daughter
- e) Liaise between home, school (SENCO, school counsellor, CPLO, tutors etc) and outside agencies for students in difficult / on report/PSP
- f) Promote positive attitudes to learning through assemblies and competition
- g) provide pastoral care for students who are going through periods of difficulty in their lives and who need particular support
- h) To write home to congratulate all students who are on average an A2 following half termly monitoring
- i) Ensure accurate records and files are kept for each student

2.7 SENCO Responsibilities

Monitoring

- a) Ensure that students with BESD have an appropriate PSP and that their attitude to learning/behaviour is considered in the context of their learning need
- b) Lead the monitoring of the Pastoral Support Programme (PSP) for students in danger of permanent exclusion
- c) Monitor the internal and external exclusions of students, including appropriate intervention programmes in collaboration with the HoYs and SLT
- d) Lead the monitoring and record-keeping for student interventions (See Appendix III)

Action

- a) Liaise with HoYs when outside agencies are involved with a particular student
- b) Delegate the above responsibilities to the Key Stage 3 SENCO where appropriate
- c) Ensure all staff are aware of PSP targets
- d) Monitor impact of PSP targets on learning, reviewing where necessary

2.8 Tutor Responsibilities

Monitoring

- a) To review the PARS of tutees on a weekly basis and provide praise and warning as appropriate
- b) To monitor negative PARS for poor attitude/behaviour of tutees during unstructured time and put in place an appropriate sanction, letting the member of staff and HoY know, via email, what sanction has been put in place
- c) To monitor students on Green/White reports
- d) To monitor report targets with any student on report, regardless of level

- e) To monitor punctuality and ensure late detentions are put in place if students are late twice or more in a week

Action

- a) To work closely with appropriate HoY in identifying barriers to learning using PARS and engaging in regular conversation with teachers/students
- b) To liaise with parents/carers if attitudes to learning are becoming a concern
- c) To phone home for any students who has mostly C2s
- d) To put on white report any students who are mostly C2s following half termly monitoring
- e) Tutor detention for students with 3 or more negatives in one week. Tutor makes phone calls home for this.

2.9 Head of Department Responsibilities

- a) to oversee attitudes to learning in subject areas
- b) To establish and oversee efficient and effective arrangement for lesson exits for students, which include:
 - An exit timetable
 - Exit slips
 - Swift arrangements for restorative justice meeting
 - Detention following exit
- c) to identify emerging issues concerning classroom management, and intervene
- d) To refer to the Deputy Headteacher i/c teaching any teacher who continues to have significant classroom management issues, following standard departmental support
- e) To indicate any incidents of Gross Misconduct via PARS to the appropriate AHT in charge of Key Stage, along with statements following incidents
- f) To ensure students who are mostly C2-3 in their subject (following half termly monitoring) are placed on subject report and monitored
- g) To delegate appropriately the above responsibilities of Heads of Key Stage within their departments
- h) To ensure staff in their department are using praise and sanctions appropriately

2.10 Classroom Teacher Responsibilities

- a) To follow agreed procedures for welcoming and dismissing students
- b) to create a positive and engaging climate for learning in the classroom
- c) to recognise desired attitudes to learning/ behaviour and comment on it
- d) to regularly reinforce positive attitudes to learning in the classroom
- e) To use non-verbal signals, quiet reminders or withdrawal of attention as the first stage of behaviour management
- f) to apply the consequence system (Appendix II) clearly and fairly with names displayed on board and relevant actions taken
- g) to allow student time to re-establish positive attitudes to learning before moving to next consequence level
- h) to positively appropriately participate in restorative justice meetings following an incident

2.11 Parents/Carers' Responsibilities

- a) to support the school's ethos, Positive Attitudes to Learning Policy and Home School Agreement
- b) To attend meetings to discuss attitudes to learning or return from exclusion as requested
- c) To alert the tutor of any circumstances which might trigger a decline in positive attitudes to learning/behaviour

3 Student Code of Conduct

To abide by the code of conduct and live by the gospel values that underpin the whole school community (see below)

The school has a statutory power to regulate the behaviour of students both on and off the school premises even when not supervised by school staff.

The Code of Conduct applies to all students:

- When on the school site
- On activities arranged by the school off the school site such as work experience placements, educational visits and sporting events
- On the way to and from school
- When wearing school uniform in any public place
- During alternative learning placements when arranged by the school off-site

Students agree to:

1. Attend school every day and be on time
2. Attend all lessons and assemblies, liturgies etc punctually
3. Take pride in our appearance by wearing correct, tidy uniform, including to and from school
4. Bring all necessary equipment to school
5. Hand in homework on time and to the required standard
6. Co-operate with all members of staff to ensure that effective teaching and learning can take place
7. Treat all staff and other students with courtesy and respect
8. Behave responsibly in such a way as to ensure the safety of people and property at school
9. Only knowingly access, or attempt to access, websites, chat lines or newsgroups which contain appropriate material
10. Not use threatening, offensive or sexually explicit language and/or images in any emails
11. Follow the school policy regarding mobile telephones
12. Take pride in our environment
13. Be ambassadors for the school when off the school site

4 Rewards

The praise and recognition of a member of staff can be very powerful. Praise should be clear and specified (e.g. "I am very pleased by how focused you have been during that task", "You listened very carefully to other people in the group. Well done."). We aim to encourage students to reach the highest standards in all that they do. Motivated students are unlikely to present behavioural problems, but praise must be deserved. Indiscriminate praise rapidly becomes devalued and worthless.

Rewards help develop the self-esteem of students, recognise effort as well as achievement, raise students' aspirations and encourages an ethos where students' contributions are publicly recognised by the whole school community.

We use PARS to monitor the contribution made by students, both positive and negative. Positive comments are logged for achievement, attitude to learning, contribution to learning, contribution to the school community. The school publicly recognises contributions in a variety of ways, listed below.

4.1 General Praise

Praise can be given in many ways and as often as possible through:

- a) A quick word and a smile
- b) A specific written comment on a piece of work
- c) Sending a student to a Head of Year / member of SLT to look at a piece of great work
- d) An email to tutor/parents/HoY/SLT
- e) A public word of phrase in front of a tutor group/year group
- f) Displaying students' work
- g) Positive PARS comment
- h) Post card home
- i) Phone calls home: staff should aim to make 3 positive phone calls home for each negative

4.2 In Assembly

- a) student of the week certificate awarded by HoY for student with the most positives
- b) tutor group certificate awarded by HoY for tutor group with the most positives
- c) House certificate awarded by Head of House for house with the most house points
- d) Termly success certificates awarded by HoY/AHT for achievement, attendance, positive participation in class, contribution to the school community
- e) SLT and HoYs will award whole group/class certificates from observations made during learning walks
- f) Mid-term rewards awarded to whole year groups for attendance, a rise in positive PARS points, greatest amount of progress, money raised for charity

4.3 Plasma Screens

- a) Names of individual students who receive awards in assemblies will be displayed for that week on the plasma screens around school
- b) House winners will be displayed on Plasma Screens

4.4 Success Buses

Run on a yearly basis for each year group, where the students who have consistently exceeded expectations in achievement, effort & participation, contribution to the school community and with outstanding attendance, are taken on a day trip. Specific criteria for this are published for each year group.

4.5 Annual Celebration Evening

The Annual Celebration Evening for the whole school in the summer term where the school's top performers are invited to receive prizes.

5 Sanctions

The school has the statutory power to discipline students for breaches of the school rules, failure to follow instructions or any other unacceptable conduct. All teachers and other staff in charge of students have the authority to discipline

5.1 Lessons and Tutor Time

- a) Often the disapproval of a member of staff shown by tone, body language, a look or a quiet word to refocus is enough to reset poor behaviour

- b) Where this does not have impact teachers should use the Warning 1-3 system as outlined in Appendix III
- c) Consequences should be given in a calm, professional controlled way with a clear explanation of the reason for the action. The consequences are non-negotiable and it is important that a student is given a little time to accept the sanction.
- d) The student's name and consequence level must be clearly displayed so that there are no grounds for ambiguity
- e) The teacher is responsible for entering the Warning 2 into PARS within 3 hours of the incident

5.2 Reaching a Warning 3 and lesson exit

- a) It should be a rarity for a student to reach a Warning 3. In this event, the teacher should use the Leadership Call out procedure so that a member of SLT or a HoY can collect the student
- b) By the time the SLT/HoY arrives, the teacher must have organised and explained the work to be done and filled in the exit slip with details of the exit room and date for the restorative justice meeting.
- c) A restorative justice meeting should be organised before the next lesson with that class and every reasonable effort must be made to ensure it happens. The teacher, student and HoD/Head of Key Stage for the Department concerned should be present at the meeting
- d) The teacher is responsible for entering the Warning 3 on PARS within 3 hours of the incident.
- e) Only if the student has failed to attend an organised restorative justice meeting should they be exited for the next lesson

5.3 Gross Misconduct

- a) When behaviour in class falls into the context of Gross Misconduct, this must be entered in the Gross Misconduct section on PARS for investigation by the Head of Department or Head of Year. The Head of Department/Head of Year will then present the case to the AHT who will then propose a sanction to one of the Deputy Headteachers or the Headteacher.
- b) The Gross Misconduct comment on PARS must be accompanied by a statement from the adult involved, the named student and, where possible, at least one other stand and student statement

5.4 Unstructured Time

Poor attitudes and behaviours demonstrated by students during unstructured time will be recorded on PARS by the member of staff dealing with the student's behaviour and tutors will be expected to monitor this and issue appropriate sanctions.

Poor attitudes and behaviours include:

- Rudeness e.g. inappropriate tone of voice or language. We expect staff to ask the student to apologise and correct this behaviour. Non-compliance will result in a tutor-imposed sanction
- Defiance e.g. deliberately ignoring a member of staff. We expect that in these situations staff explain to the student that they will receive a tutor sanction
- Boisterous behaviour e.g. moving around the building in an inappropriate manner, including running, shouting, queue-jumping, pushing while in a queue and play-fighting.
- Dangerous behaviour i.e. an escalation of boisterous behaviour, where the behaviour begins to jeopardise the health and safety of others
- Out of Bounds. Staff are expected to ask students to move on in the first instance, but to PARs the incident for persistent non-compliance, followed up with a tutor sanction

- Uniform e.g. wearing any item of non-uniform such as hoodies, coats of the wrong colour, non-regulation jewellery, make-up, trainers etc not justified with a note.

Examples of tutor sanctions could include:

- Litter picking
- Desk cleaning
- Display duty
- Taking recycling bins from classroom to the main bin
- Tidying cupboards
- Folding lost property
- Clearing up in the dining hall

5.5 Gross Misconduct during Unstructured Time

- a) Where the behaviour is potentially excludable, the staff witness (1st adult) should complete the Gross Misconduct form
- b) The GM form must be accompanied by a statement from the 1st adult, the named student and, where possible, as many other witnesses as possible
- c) The statements and GM form should be given to the Head of Year who, in conjunction with the appropriate AHT/DH propose a sanction

5.6 Reports and Pastoral Support Plan

The **Pastoral Support Plan** is an intervention programme based on the principles of Restorative Justice (Appendix IV), which aims to ultimately prevent a student reaching permanent exclusion. St Paul's staff, outside agencies, parents and the student are involved in a number of meetings, over a 16 week period, during which we focus on strategies to help the student modify his/her behaviour.

- a) There are four levels of PSP: White, Green, Amber and Red to monitor and collect positive evidence of the student's success in meeting specific targets.
- b) Three behaviour targets are agreed with the student based on progress in learning and on attitude to learning.
- c) Pastoral Support Plans cover one week of lessons at a time and the normal monitoring period is four weeks.
- d) Parents are updated each week on their child's progress. In line with Restorative Justice there are opportunities for negotiation, discussion and consideration of the student's issues. (See Appendix V)
- e) A student may be placed on **subject report** for subject specific concerns and is monitored by the Subject Teacher and Head of Department. This will, again, last 4 weeks and parents are informed by the Head of Department when their child is placed on report and updated weekly on their child's progress

5.7 Detentions

School staff have the statutory authority to put students in detention after school sessions and non teaching days i.e. INSET days. Parental consent is not required.

- a) **Subject** detentions are a standard sanction, arranged by the subject teachers for infringements of the Code of Conduct in lessons.
- b) These are held at the discretion of the teacher and may be held at break time, lunchtime or after school and are recorded in PARS and in the Student Planner.
- c) Failure to attend a detention will lead to a Head of Department detention after school.
- d) **Late** detentions are the standard sanction for students with two or more lates in five school days. These take place after school and are managed by the Pastoral Year Team.

- e) Failure to attend a detention will lead to a repeat detention plus a further consequence for the failure to attend.
- f) Any infringement of the Code of Conduct in unstructured time will be noted on PARS by the member of staff dealing with the incident. The tutor will then issue a detention, which will be noted in the Student Planner.
- g) Failure to attend this detention will lead to a repeat detention with the Head of Year plus a further consequence for the failure to attend.

5.8 Confiscation

School staff can confiscate a student's property if it is to 'maintain an environment conducive to learning and/or safeguards the rights of other students to be educated'

Items listed in the School Rules must not be brought into school and may be confiscated if used by students on the school premises. Items of value that are confiscated are normally placed in safe, locked area for collection by parents at an agreed time.

5.9 The Power to Use Force (See Use of Force Policy)

School staff may use reasonable force to prevent a student doing, or continuing to do, any of the following:

- a) Committing an offence
- b) Causing personal injury to, or damage to the property of, any person (including the student himself/herself)
- c) Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

This applies both on and off the school site where a member of staff has lawful control or charge of the student.

5.10 The Power to Search

The Violent Crime Reduction Act 2006 authorises Headteachers and staff authorised by them to search a student for a weapon without the student's consent if they have reasonable suspicion that there is a weapon with the student or in his/her possession. Persons authorised by the Headteacher to search for weapons may use such force as is reasonable in the circumstances for exercising that power.

- a) School staff may ask a student to turn out his/her pockets, or empty their bag, if there is a suspicion of an illegal substance, stolen items or any such item that may be causing disruption.
- b) If the student refuses the parents will be contacted and asked to come to the school to assist in the search.
- c) In the case of illegal substances or stolen property the police may be contacted to carry out the search.

6 Taking into Account of Individual Student Needs

The Single Equality Act requires schools to take account of individual students' needs and circumstances when applying the school's behaviour policy.

- a) We are committed to ensuring the welfare of all students, and to ensure there is no bullying or discrimination.
- b) We are especially aware of the needs of some children who may need special support to help their Behavioural, Emotional and Social Difficulties (B.E.S.D).
- c) We ensure that the student's behaviour is not linked with any learning difficulty, disability, medical condition or that the student speaks English as an additional language.
- d) Our Single Equality Scheme notes that we will take into account student's disabilities, even where that involves more favourable treatment. We also acknowledge the groups of students known to be at risk of permanent exclusion (looked after children, etc.)

7 Exclusions

7.1 There are three levels of exclusion:

- a) Internal Exclusion
- b) External Exclusion – Fixed Term
- c) Permanent Exclusion

7.2 In determining an appropriate exclusion, the following broad definitions should be considered:

- a) Internal Exclusion: behaviours which do not live up to our ethos and high expectations of students
- b) External Exclusion: behaviour which has a negative impact on the learning, safety or well-being of others (staff, students, visitor, member of the public)
- c) Permanent Exclusion: behaviour which constitutes a serious threat to the safety or well-being of others or behaviour which is illegal

7.3 These definitions are exemplified in Appendix I

- a) for any recommended exclusion a Gross Misconduct form must be completed by the first adult
- b) The GM must be passed to the relevant HoY with as many statements attached as possible
- c) The HoY will liaise with the appropriate AHT to determine whether further evidence is required
- d) Where more evidence is required, the HoY will collect it by the end of that same day
- e) The AHT will review the evidence, the exclusion history of the student and will make a recommendation to the DHT
- f) The AHT will fix a date and time for the reintegration meeting with the appropriate member of staff and will include this in the letter
- g) The AHT will call the family to advise them of the exclusion decision
- h) The letter will be prepared, proof-read and passed to the Headteacher for signature and posting that same day where possible and certainly within 24 hours

7.4 Internal Exclusion (Supervised study in a separate area, away from peers)

For serious infringements of the school's Code of Conduct, The Head of Year, Assistant Head or Deputy Head recommends the sanction to the Headteacher. The following conditions apply:

- a) Student arrives at school at 8.00 a.m on the day of the exclusion.
- b) Work is provided for the student in the separate area (usually in the office of a member of Senior Leadership Team).
- c) Students will have break/lunchtime at a different time to that of their peers and will be escorted by member of staff.
- d) Student will leave school at 4.00p.m.
- e) If a student misbehaves whilst on an internal exclusion their parents will be contacted and asked to come into school to take the student home.
- f) The student will then repeat the internal exclusion on the following day.
- g) If the student misbehaves on the second day, the student will be externally excluded

7.5 External Exclusion – Fixed Term

- a) The Head Teacher or Deputy Headteacher makes the decision on any external exclusion.
- b) The procedure for an External Exclusion is the same as for 7.3 above
- c) In addition to the letter sent home to parents, a copy is also sent to the Chair of Governors
- d) Staff are informed and work is sent home to the student. This must be completed by the student and then marked by staff on the student's return
- h) External exclusions will be incremental in length. The first External Exclusion will be for one day, the second External Exclusion for two days and so on until the fifth External Exclusion. Following the Fifth External Exclusion the student will be given a final warning by the Headteacher. If a student reaches exclusion number 5, the HT will permanently exclude if there is another serious misdemeanour. This warning is final. If there is a long period of improved behaviour the student will have earned the right to have another chance, at the Headteacher's discretion.
- f) Following on from the external exclusion, there will be a reintegration meeting with the appropriate AHT/DHT/HT (see table below), along with parents/carers and student

	Exclusion 1	Exclusion 2	Exclusion 3	Exclusion 4	Exclusion 5
Reintegration meeting led by	HoY	HoY & AHT	AHT	AHT & DHT	HT
Attended by	HoY, parents, tutor, student	HoY, AHT, parents, student	HoY, AHT, parents, student	AHT, DHT parents, student	DHT, HTparents, student
Report card colour for reintegration	Green to tutor	Amber to HoY	Amber to AHT	Red to DHT	Final Warning: Red to DHT

- i) In exceptional circumstances the external exclusion may be longer.

Permanent Exclusion

- a) The Headteacher makes this decision
- b) A letter is sent to parents together with an explanation of their rights, with a copy to the chair of Governors and Chair of Discipline (Student) Committee.
- b) The student's Local Authority is sent information by e-mail.
- c) Teaching staff must provide work for the excluded student until the 6th day of exclusion. On the 6th day the student's Local Authority has the statutory duty to provide work.

7.6 Right of Appeal

If students/parents feel the need to complain the steps in the complaints procedure should be followed.

Links to other policies / documents

- Bullying Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Relationship and Sex Education Policy
- Parental Complaints Procedure
- Home School Agreement
- Single Equality Scheme
- Use of Force Policy

Appendix I - Exclusions

Internal Exclusion, usually with a member of SLT

Examples of *Behaviours which do not live up to our ethos and high expectations of students*

For example:

- Disruptive behaviour
- Defiant behaviour
- Non-compliance with a reasonable request by a member of staff
- Persistent gambling

External Exclusion

Examples of *Behaviour which has a negative impact on the learning, safety or well-being of others (staff, students, visitor, member of public)*

For example:

- Serious or persistent defiance
- Persistently non-compliant behaviour
- Persistent disruptive behaviour
- Hostile behaviour to a member of staff or student
- Physical assault on a student
- Verbal abuse or threat to a member of staff
- Bullying or persistent harassment
- Anti-social behaviour towards a member of the public outside school
- Gambling with extortion
- Theft
- Vandalism

Permanent exclusion

Examples of *Behaviour which constitutes a serious threat to the safety or well-being of others or behaviour which is illegal*

- Possession of or dealing drugs or alcohol
- Possession of an offensive weapon
- Serious physical assault on a student
- Assault on a member of staff
- Sexual assault

Appendix II – Warning and Consequence System

IF YOU CHOOSE TO MISBEHAVE IN A LESSON:



W1: You will be spoken to by your teacher and your name written on the board

IF YOU DO NOT CHANGE YOUR LEARNING ATTITUDE



W2: You will be moved from where you are sitting in the class and where your teacher tells you to move to is **FINAL**

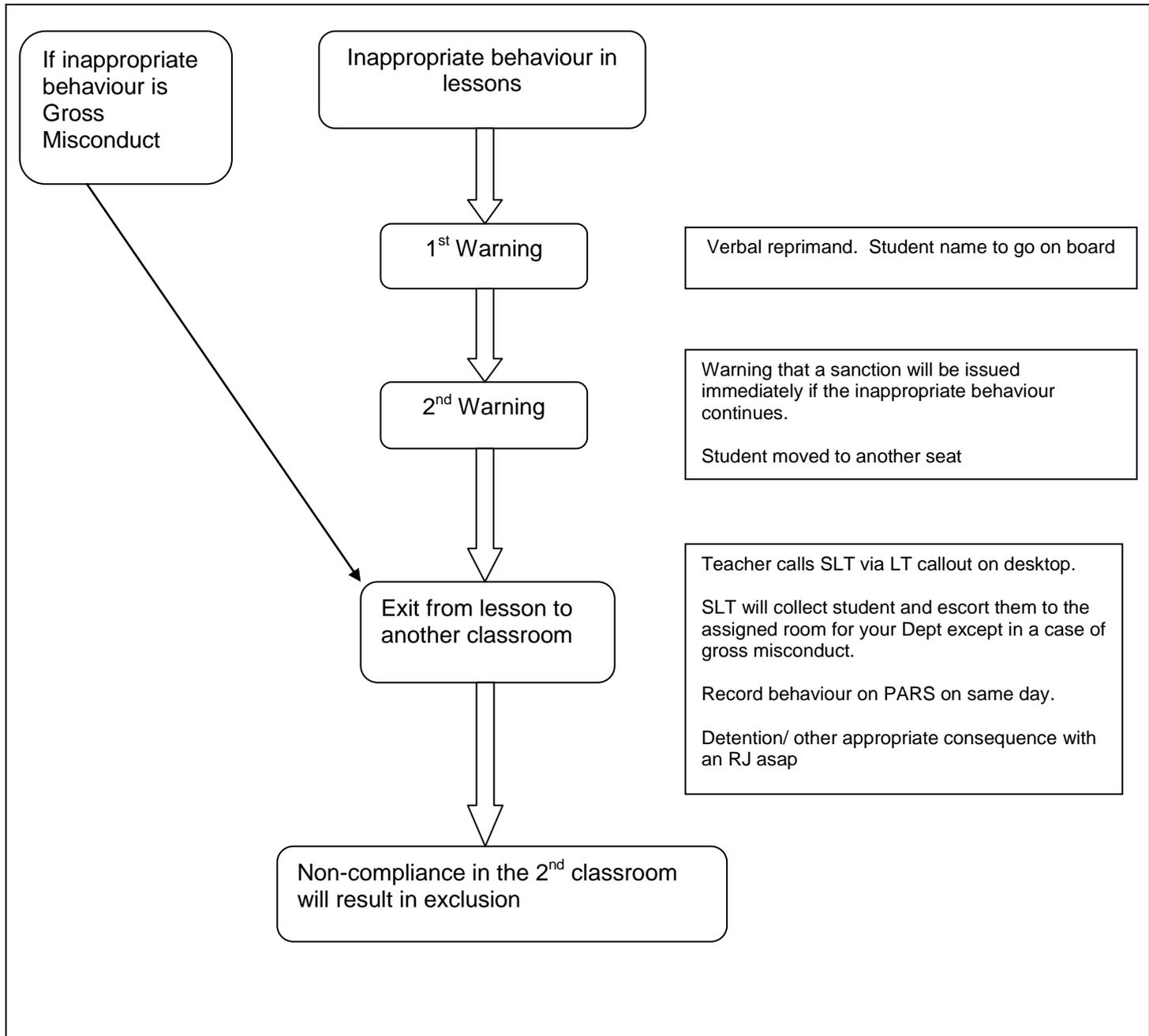
IF YOU STILL DO NOT CHANGE YOUR LEARNING



Exit: You will be exited to another classroom. If you refuse to go to this room or you cause a disruption in this room, you will be excluded

If a student is in breach of the Code of Conduct, a sanction may be issued by the teacher





Appendix III Pastoral Support Plan

	White Card	Green Card	Amber Card	Red Card
Rationale	<ul style="list-style-type: none"> Poor attitude to learning: 3 or more negatives in one week, 3 weeks running; or mostly C2 on half-termly monitoring 	<ul style="list-style-type: none"> Very poor attitude to learning (mostly C3) Failure of White report one-off gross misconduct deemed to be sufficiently serious Following first external exclusion 	<ul style="list-style-type: none"> Failure of Green report one-off gross misconduct deemed to be sufficiently serious Following second or third external exclusion 	<ul style="list-style-type: none"> Failure of Amber report one-off negative incident deemed to be sufficiently serious Following fourth external exclusion
Monitored by	Tutor	Tutor	Head of Year	Senior Leadership
Success Rate required each week	94% (one cross per day)	94% (one cross per day)	94% (one cross per day)	94% (one cross per day)
Consequence for unsuccessful day	15 minute detention	30 minute detention at end of day	45 minute detention at end of day	60 minute detention at end of day
	The report is entirely the responsibility of the student. If a student loses his/her card or does not complete it for every lesson, the day is counted as unsuccessful.			
Further action taken if student is unsuccessful after 4 weeks	<ul style="list-style-type: none"> Following discussion with HoY, student moved up to Green card Targets reviewed Parents informed of PSP process via formal letter & phone call home by tutor 	<ul style="list-style-type: none"> Following discussion with AHT, student moved up to Amber card Meeting with parents, HoY and AHT Discussion of further intervention by locality team Targets reviewed 	<ul style="list-style-type: none"> Following discussion with DHT, Student moved up to Red card Meeting with parents, HoY, AHT & DHT. Discussion of managed move & further possible intervention by locality team Targets reviewed 	<ul style="list-style-type: none"> Managed move Permanent exclusion, depending on circumstances

Responsibilities of the Monitor

- The monitor is expected to discuss concerns with student (PARS, poor academic monitoring, issues in lessons).
- The monitor should, at all times, use the principles of Restorative Justice
- If the student has a statement of special educational needs, or is on the Code of Practice, the monitor must ensure strategies have been discussed with the SENCO and shared with staff

The Locality Team may include:

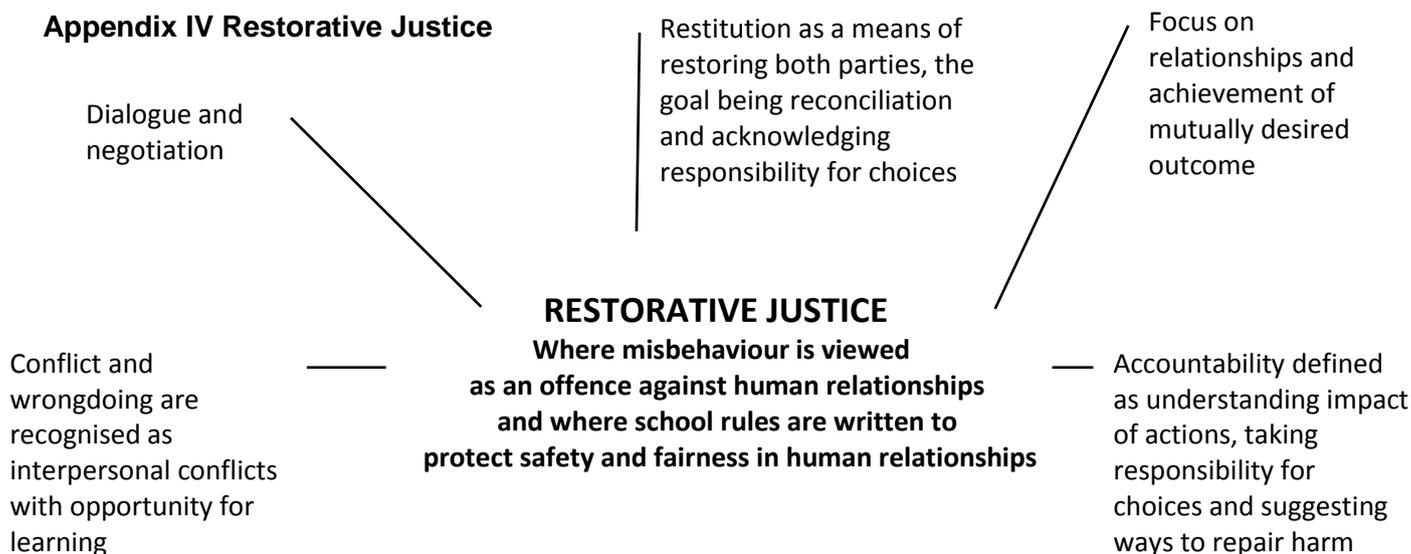
- Behaviour Support
- Education Welfare
- Education Psychology
- Children's Services

- CAMHS
- Health
- YES

Interventions may include:

Provision Type Code	Provision Type Explanation	Internal/External	Person Responsible
AM	Anger Management	Int	SENCO
AP	Attendance Plan	Int	Attendance Officer
ASDSUP	ASD Support / Mentor	Int	SENCO
CAMHS	CAMHS	Ext	SENCO
COUN	Counselling	Int	SENCO
CPP	Child Protection Plan	Ext	CPLO
EAL	English as Additional Language	Int	SENCO
EP	Educational Psychologist	Ext	SENCO
EW	East to West	Ext	SENCO
FSW	Family Support Worker	Ext	SENCO
Lit Sup	Literacy Support	Int	SENCO
Ment	Mentoring	Int	HoY
Num Sup	Numeracy Support	Int	SENCO
PSP	Pupil Support Programme	Int	AHT
Rdg	Reading	Int	SENCO
SALP	Surrey Alternative Learning Programme	Ext	SENCO
SALT	Speech and Language Therapy	Ext	SENCO
SE	Self Esteem Course	Int	SENCO
SpGr	Spelling Group	Int	SENCO
SS	Social Services Involvement	Ext	CPLO

Appendix IV Restorative Justice



Skills	Processes in place
non-judgemental listening	taking statements
developing empathy and rapport	restorative justice meetings
ability to 'role-model' responses	letters of apology/contracts
understanding and managing anger	family/school conferencing
restorative debriefing after critical incidents	pastoral support plan meetings
guiding difficult conversations	peer counselling and mentoring
diffusing conflict	School Counsellor appointments
remaining impartial	Positive Behaviour Management
respecting the perspective of all involved	re-entry meeting to subject area
calm communication	re-entry meeting after an exclusion
directed questioning that prompts self-awareness responses from the student	Implementing immediate solutions/RJ where possible
patience	care committee meetings
compassion	assemblies
impartial body language	school council
being able to resist the temptation to express personal opinions	anger management support for identified students
being able to give a 'fresh start'	self-esteem support for identified students
development of own and students' skills to engage in repair processes	behavioural targets that have been negotiated with the student
acknowledging and appreciating diversity	accurate overview for each student's behaviour on PARS
constructively challenging oppression and prejudice	individual mentoring
empowering participants to come up with solutions rather than imposing ideas	respite for students and teachers
ensure that the ethos and principles of restorative justice are embraced at every stage of the process	discipline committees
Website: www.transformingconflict.org	

Appendix V Home / School Agreement

Home-School Partnership Agreement

You, your parents and your tutor will have signed this agreement when you joined St Paul's.

The Parent(s)/Carer(s) agree to:

- Support the Christian values of the school community.
- Support the importance of good attendance and punctuality to school.
- Not take holidays during term time.
- Ensure that my child is in correct school uniform and is fully equipped for learning.
- Support school policies and guidelines for behaviour (e.g. Code of Conduct, Behaviour, Bullying).
- Attend parents' evenings and discussions about my child's learning development.
- Support my child in home learning.
- Make the school aware of any concerns or problems that might affect learning or behaviour.
- Take an interest in my child's life at school.
- Communicate regularly with my child's tutor through the student planner.
- Attempt to support the Catholic community and school governors in their responsibilities for maintaining the school buildings in good repair.

The School agrees to:

- Create a safe, happy, approachable Christian environment for all individuals.
- Ensure your child is valued for who he/she is and provide a broad and balanced differentiated curriculum to meet the needs of all students regardless of age, ability and gender.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of student responsibility (Positive Attitudes to Learning Policy) and therefore demonstrate our faith and our school foundation in the teachings of Jesus Christ, by what we teach and the way we live and worship in our school.
- Be open and welcoming, offering opportunities for you to become involved in the daily life of the school.
- Keep you informed about general school matters, and your child's progress.

The Student agrees to:

- Attend school regularly and on time.
- Wear the correct school uniform and be tidy in appearance.
- Bring all the correct equipment to school.
- Co-operate with all members of staff to enable effective learning to take place.
- Behave responsibly in such a way as to ensure the safety of people and property at the school.
- Take pride in my appearance and the school environment.

Appendix VI Summary of Actions following Half-Termly Monitoring

A1 Selected Students	A1	A2	A3	Mostly C1	Mostly C2	Mostly C3
Tutors select 2 students to meet with HT in tutor time	All A1 Letter home from HT	All A2 Letter home from HoY	All A3 HoY speak to student – close monitoring	White report Tutor phone home & Letter	White Report Tutor phone home & Letter	Green report Tutor phone home & Letter
	Mostly A1 Letter home from DHT	Mostly A2 Letter home from HoY	Mostly A3 Tutor to speak to student			
	Some A1 Letter home from AHT				C2 in one subject Individual subject teachers to phone home if C2 in their subject Subject report	C3 in one subject Individual subject teachers to phone home if C3 in their subject Subject report