BEHAVIOUR POLICY

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
1.0	3	Student values launch incorporated.
	4	Updated suspensions and permanent exclusions guidance included.
	5	Student values launch incorporated.
	7	Updated to reflect current practice.
	15	Updated to reflect current practice.
	16	Examples of infrigements now incoprorate internal exclusions. Additional examples added.
	20	'Searching, screening and confiscation' guidance date updated.
	23	Clarification of prohibited and banned items. List expanded for greater clarity of prohibuted/banned items.
	28	Student values launch incorporated. Updated links included.
	31	Updated to reflect current practice.
	33	Updated to reflect current practice.

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

The "Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day to day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

2. Scope of the Policy

This policy applies to all staff, students and parents

3. Policy Aims and Ethos

St Paul's Way Trust is committed to providing transformational educational opportunities for all children. As a school we strive to be the best place to learn in, the best place to work in, and the best place to partner with. In order to do so, we aim to establish a culture of excellent behaviour for learning and clear systems and processes for behaviour management centred on a "warm but strict ethos".

Every child and adult in our school community has the right to be protected from prejudicial views and behaviours. Prejudicial language or behaviour can be defined as words or acts based on preconceived opinion that is not based on reason or actual experience, for example, not liking someone based on their skin colour or sexual identity. Within our school we will not tolerate any

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prejudicial language or behaviour aimed at students or adults. We are committed to celebrating and promoting diversity, equality and inclusion for all stakeholders.

This policy aims to:
• Provide a clear framework for all stakeholders with regards to positive behaviour for learning
• Maintain high expectations for our school community
• Define what we consider to be unacceptable behaviour, including bullying
• Recognise and reward over and above behaviour
• Provide clarity on the systems of rewards and recognition
• Support the school values of Aspiration, Integrity and Community and the core expectations of Ready, Safe and Respectful for the Secondary school and Ready, Safe and Caring for the Primary school to ensure that our learners develop into St Paul's Way Graduates and global citizens
• Provide staff with a systematic, consistent and fair approach on how to manage behaviour effectively and establish excellent relationships with learners through restorative practices
• Identify responsibilities of key stakeholders in securing exceptional quality of provision for all of our learners.

Student Culture at SPW Secondary School
In order to ensure that Student Culture is a lived reality, the SLT have actively mapped the key features of our culture. Student Culture is driven by the mission statement and underpinned by the school values. In order to establish a fair and consistent approach to student culture at the Secondary school across all departments, classrooms and during non-curriculum periods, artefacts of context specific routines have been implemented. These have been micro-scripted to provide clarity for all stakeholders. These micro-scripts with their expectations for staff and pupil conduct are over communicated regularly through a common language   and a wide range of mediums. Please see Appendix 8

4. Links to Legislation and Guidance Documents

This policy is based on advice from the Department for Education (DfE), the Local Authority and recognised research on promoting positive behaviour for learning:
• Ofsted Framework: 2019
• The Equality Act 2010
• Education Act 2002
• When the Adults Change, Everything Changes – Paul Dix
• Below the radar, low level disruption in the country's classrooms – OFSTED 2014
• Better Than Carrots or Sticks by Dominique Smith, Douglas B. Fisher and Nancy E. Frey
• Creating a culture: How School Leaders can Optimise Behaviour – Tom Bennett, March 2017
• Tower Hamlets Guidance on the use of Pupil Exclusion 2018

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- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- School suspensions and permanent exclusions: https://www.gov.uk/government/publications/school-exclusion
- Department for Education: 'Searching, Screening and Confiscation Advice for Schools' July 2022
- Teach Like A Champion 2.0 - Doug Lemov 2015
- Running the Room - Tom Bennett 2020
- EEF Improving behaviour In Schools 2017.

This Policy should be read alongside our other policies:
- Safeguarding of students
- Supporting Students with Medical Needs
- AEN and SEND offer
- Anti-bullying
- Exclusions
- E-Safety Policy
- Attendance Policy.

5. Roles and Responsibilities

All staff including teaching and support staff, are expected to establish positive relationships with learners at SPW in line with the school ethos of warm but strict, adhering to and upholding the school's core expectations. It is the responsibility of all staff to uphold the relevant artefacts through implementation and where relevant, follow up of the micro-scripts.

Pupils should ensure that they are committed to the SPW Primary and Secondary vision and ethos, demonstrating the school values of Aspiration, Integrity and Community in order to become well rounded and responsible global citizens. Pupils must:
- Follow the three Core Expectations
- Strive to meet the expectations of the Behaviour Framework
- Strive to demonstrate the Core Expectations through the models explored in the Character Framework (Secondary school only)
- Be committed to developing themselves as well-rounded global citizens that achieve excellent outcomes in their academic study and beyond.

Please see Appendix 1 for further roles and responsibilities of all staff members at SPW Secondary School.

When a student joins St Paul's Way, Parents/Carers and the enrolling student will be asked to read and sign the 'Home School Agreement'. This document establishes the responsibilities of all parties involved in a student's successful journey as part of the school community. See Appendix 10

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6. Core Expectations

The school has three expectations that encapsulate all learner behaviour:

Primary School

Be ready – this ensures that pupils are prepared for learning and take responsibility for their own progress.

Be safe – this ensures that pupils conduct themselves in a manner that is safe for themselves and the wider school community both in person, in the community and online.

Be caring - this ensures that pupils demonstrate a caring approach towards themselves, other people, their work and the environment.

Secondary School

Be ready – this ensures that pupils are prepared for learning and take responsibility for their own progress.

Be safe – this ensures that pupils conduct themselves in a manner that is safe for themselves and the wider school community both in person, in the community and online.

Be respectful – this ensures pupils establish excellent relationships across the school community and develop a sense of compassion in what they do.

7. Visible Consistencies and The Classroom Principles

The school has core visible consistencies and classroom principles that all stakeholders must maintain:

• Behaviour Framework – Staff are responsible for supporting learners to meet the expectations in the behaviour framework. Learners are responsible for striving to follow the Behaviour Framework expectations

• Noise Levels – Staff are responsible for setting noise levels in line with the micro-scripts. Learners are responsible for following the relevant noise level for the duration of the given task

• Pace and purpose – staff and learners will approach each school day with pace and purpose to ensure that learning time is maximised

• Whole Group Positive Support – Staff are responsible for using professional judgement and follow whole school guidance on when and how to apply whole group positive support

• Individual Anonymous Support - Staff are responsible for using professional judgement and follow whole school guidance on when and how to apply anonymous individual support.

Primary

• Moving around the school- Staff are responsible for ensuring children line up in register order from Reception upwards, to move around the school

• Silent hand signal - staff will use the silent hand signal to demonstrate that children should stop what they are doing and wait silently. Learners are responsible for responding to and following the expectations for the silent hand signal

• Meet and Greet – Staff and learners will start every lesson changeover in the same way. Staff will count down from 5 and welcome children with 'Good Morning/Good Afternoon'.

• End and send – staff and learners will end their lessons in a calm and purposeful manner.

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Secondary

• Character framework – Staff are responsible for nominating students for the relevant character attribute of the week. Students should strive to demonstrate these (Secondary school only)

• Transitions – Staff and learners will follow the micro-script for line ups at the start of day, after break and lunch. Learners are responsible for responding to, and following the expectations for the micro-script (Secondary school only)

• Meet and greet – staff and learners will follow the micro-script for the start of lessons. Learners are responsible for responding to and following the expectations for the micro-script. (Secondary school only)

• Red Line Script – Staff are responsible for using their professional judgement and follow whole school guidance on when and how to apply the Red Line Script. Learners are responsible for following the micro-script and responding to the Red Line Script appropriately (Secondary school only)

• Punctuality to class – Staff are responsible for following up on lateness to class in line with the whole school guidance. Learners are responsible for arriving on time or having the relevant follow up applied (Secondary school only)

Additionally, there are areas of classroom practice that are standardised through design, language and expectations. It is the responsibility of all staff to ensure that learners not meeting expectations are issued with follow up based on our stepped sanctions model and in line with our ethos of warm but strict. All sanctions where relevant and possible are followed up with a restorative approach to build long lasting resolutions.

Please see Appendix 3 for further details of the visible consistencies in place at SPW Secondary School.

8. Restorative Practice

SPW primary and secondary is committed to adopting restorative practices that empower all staff and learners to take responsibility for their behaviour and ensure that learners are able to reflect on their conduct and regulate their behaviour themselves.

Throughout every part of the school's procedures to managing behaviour, learners are given the opportunity to reflect on their behaviour and are supported in understanding how to improve their relationships. The school is dedicated to preparing learners to be reflective and restorative. Where appropriate, the school may take additional steps to support and educate children if any patterns of negative behaviour are identified. This could be in the form of additional circle times, workshops, or pastoral interventions.

9. Positive Recognition – Above and Beyond

SPW primary and secondary is committed to ensuring that all learners are recognised for their outstanding behaviour and for going above and beyond the core expectations of the school. In the primary, children's outstanding behaviour is recognised through moving their names up a visual behaviour chart. Continued positive behaviour is recognised with certificates in weekly

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celebration assemblies. In addition, SPW secondary incorporates daily positive recognition into existing routines and processes.

Please see appendix 4 for an overview of the rewards and recognition model at SPW secondary.

10. Learner Support

SPW primary school and secondary school are committed to ensuring that all learners are supported in self-regulating and establishing excellent relationships in the community. As a school, we recognise that learners may experience difficulties with their learning and behaviour, and in these situations, additional support may be required.

The school is committed to using quality first teaching strategies and to develop a reflective and analytical approach when considering how best to support and include all learners in their classrooms and during non-curriculum time. Where a learner is unable to meet the expectations of the school, the school may deem it necessary to engage a wider range of strategies to support the learner and their family. This will developed as a bespoke programme to fully meet the needs of the learner in the given context, and will take into consideration all necessary school-based support options. Support may include referrals to external agencies who work with the school's behaviour and additional needs teams.

11. Stepped Sanctions

Where a learner does not meet the expectations of the school and their behaviour is detrimental to themselves, others, or the environment the school will follow a stepped sanctions approach. The stepped sanctions ensures that learners and teachers are able to adopt restorative practices to address concerns regarding behaviour and offer learners the opportunity to modify their behaviour and continue to build excellent relationships in the school community, whilst ensuring poor behaviour does not compromise the efficient education or safety of others.

The stages of the stepped sanction model are:

Primary School:		Secondary School:	
ReminderWarning		Reminder	
Warning		'See Me'	
Yellow - Time Out (in class)		Parking	
Red - Time Out (partner class)		Central Reflection	
Purple - Internal Exclusion/Time with SLT		Internal Exclusion	
External Exclusion		External Exclusion	
Permanent Exclusion/Managed Move		Permanent Exclusion/Managed Move	

At SPW Secondary, as part of the stepped sanctions, punctuality to school is central to this system. If learners arrive late to the school and their punctuality does not meet high standards, they can receive a same day 'SPW Secondary Extreme Late' sanction, and an after school Central Reflection the next day.

Additionally, all learners are expected to uphold the highest conduct in regards to their uniform. Failure to meet the school's expectations will lead to the learner in the secondary school being asked to return home to correct their uniform and then return to school immediately. In exceptional circumstances, parents/carers can leave a message for the school in the planner and the Director of Learning will use

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discretion to consider whether the learner is isolated at breaktime and lunchtime. In the primary school, incorrect uniform is addressed through a letter home to parents.

Please refer back to Appendix 4 for systems at SPWF.

Appendix 5 provides a detailed breakdown to the stepped sanctions used at SPW Secondary. If learners fail to meet expectations on the stepped sanctions, learners will be escalated to the next step. Stepped sanctions should be delivered where possible within 48 hours of the incident. Serious incidents that can lead to possible FTE or Internal Exclusions may require an extended time frame in order to provide a thorough and conclusive investigation. Learners who are part of an on-going investigation for a serious incident may be placed in isolation for the duration of the investigation at the discretion of the YTL. Isolation is not a form of sanction and during isolation no judgement is made on learners roles within the given incident.

Appendix 6 provides a detailed breakdown of uniform expectations. It can also be found in learner planners for SPW Secondary.

Parents are expected to:
● Support their child in adhering to the pupil code of conduct
● Inform the school of any changes in circumstances that may affect their child's behaviour
● Discuss any behavioural concerns with the class teacher promptly.
● Work with the school and actively engage in supporting their child's behaviour.

12. Intervention and Support

SLT pastoral leaders, AEN team, safeguarding team and cohort pastoral teams will review data and other evidence sources to identify learners who repeatedly escalate up the stepped sanctions and look to identify, where possible, the underlying need for the learner to allow them to have success in school.

See appendix 9 for details of intervention and support processes at SPW secondary

13. Suspensions/Managed Moves

The law is precise on the procedures regarding the use of suspension and constantly updated. The school follows the DFE guidance on the interpretation of these rules into practice and receives regularadvice as well as guidance from the local authority.

The executive headteacher will ensure that all exclusions are lawful and that the school adheres to itsexclusion policy which is based on statutory guidance in relation to the use of exclusion.

14. Internal Primary School

Learners will spend an allocated amount of time with senior leaders. They will work in silence once the task has been explained to them and will be supervised by a member of staff for the

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duration of their internal exclusion. Learners will finish their day as normal at 3.20pm and will be collected by a parent or carer.

During the period of referral, the learner will have a conversation with a member of the senior leadership team to ensure that the learner can make a fresh start in the next lesson.

If a learner shows unsafe behaviour during internal exclusion, the learner will be subject to a fixed term exclusion the next day and picked up where possible at the discretion of the school.

Internal exclusion already represents the most serious sanction the school can use before the use of fixed term or permanent exclusion. It is also a strategy the school uses to minimise the use of fixed term and permanent exclusion. Learners placed in internal exclusion have already persistently breached the school's behaviour policy or breached it in a serious way. Failure to comply with the internal exclusion expectations represents continued breaching of the school's behaviour policy and is likely to result in a fixed term exclusion. Serious misconduct whilst in internal exclusion will result in longer fixed term exclusions.

15. Internal Exclusion Secondary School

Students in internal exclusion have an opportunity to reflect upon their behaviour and discuss this with a pastoral member of staff to help prepare them for a successful reintegration into mainstream lessons. Students in internal exclusion must arrive to school at 9.30am and report to the main reception. During independent study periods, students in internal exclusion are expected to complete work in silence using the laptops provided to access online learning resources. Students will receive two separate twenty minute breaks whilst in internal exclusion, during which they access outdoor space, use the toilet and have their lunch. A packed lunch will be provided during the lunchtime break. Students will finish their school day at 4.30pm and may need to be picked up by a parent/carer at this time.

During the period of referral, the learner will have a conversation with a pastoral member of staff to ensure that the learner can make a fresh start in the next lesson. the school may use internal exclusions/isolation for learners in order to complete investigations after incidents have been reported.

If a student misbehaves during internal exclusion, they will be subject to a half-day suspension and required to repeat the internal exclusion. Parent/carers may be expected to pick up their child if they are misbehaving during internal exclusion.

Students may be placed in isolation whilst an incident is being investigated. The Pastoral team for the student's cohort will decide where a learner will be isolated. Whilst in isolation, students will follow a similar daily routine as in internal exclusion. The period in isolation is not the same as or

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part of an internal exclusion. This is not a form of sanction and is put in place to support the on-going investigation.

See section 16 for examples of unacceptable conduct and infringements of the behaviour policy that may lead to a student being issued an internal exclusion.

Leaders will monitor rates of internal exclusion, where relevant identifying trends and patterns to proactively improve practice and minimise the numbers of students receiving this sanction and address any inequalities.

16. Suspensions

Serious incidents or persistent failure to comply with the school's behaviour expectations could result in a fixed term suspension from school. Suspension is when a pupil is not allowed to attend school for a fixed term or permanently because it has been decided by the executive

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headteacher that the pupil has very seriously contravened the school rules. These suspensions are administered according to common guidelines.

The decision to suspend a student will be taken in the following circumstances:

A. In response to a serious breach of the school's behaviour policy;
B. If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Suspension is an extreme sanction and is only administered by the executive headteacher (or, in the absence of the head, the associate headteacher or deputy headteacher).

Internal exclusions, suspensions and permanent exclusions may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the behaviour policy:

- Persistent failure to comply with school behaviour policy
- Rudeness
- Defiance
- Verbal aggression to staff and others
- Verbal aggression to other learners
- Physical aggression to/attack on staff
- Physical aggression to/attack on other learners
- Prejudicial incidents – including aggressions that are misogynistic, racist, homophobic, biphobic, transphobic, disablist, religious prejudice
- Argumentative/confrontational behaviour
- Being under the influence of alcohol or other substances
- Bringing any prohibited/banned items or substances into school, such as cigarettes and vapes
- Possession of drugs and other banned substances
- Dealing drugs and other banned substances
- Carrying an offensive weapon.
- Abuse that is discriminatory in nature, e.G. Misogynistic, racist, homophobic, biphobic, transphobic, disablist
- Bullying, including cyber-bullying (the school recognises the harmful nature of "banter" and will ensure that incidents are investigated and followed up on)
- Sexual harassment: unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting
- Bringing the school into disrepute
- Theft
- Damage to property
- Planned physical violence towards another learner(s)
- Arson
- Escalations
- Breach of health and safety regulations
- Truancy
- Plagiarism and use of artificial intelligence for coursework and other non-examination assessments

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- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the learner's behaviour

This is not an exhaustive list and there may be other situations where the executive headteacher makes the judgment that suspension is an appropriate sanction. The school has in place a continuum of provision for suspension and alternatives to suspension in order to support students.

Any students involved in any activity related to the following which the executive headteacher deems to be serious enough to exclude or not will also be reported to the police:
- Weapons
- Drugs
- Gangs
- Serious assaults
- Crimes with a sexual element
- Prejudicial abuse/violence.

A fixed term suspension will always be followed by a post suspension meeting involving the student, parents /carers, a year team leader and sometimes a senior member of staff and possibly a member of the governing body. The meeting must establish the student's readiness to return to school and behave appropriately.

Please see the school's exclusions policy for further details.

17. Early Help Assessment

Where a learner has raised concern on a regular basis, the school will make an early help assessment (EHA). An early help assessment provides the London borough of Tower Hamlets with key information to allow for the school to access external agency support through outside agencies. This isa proactive response to provide support to the young person and their family that need extra help to be successful in education. The school will work with the family to provide up to date information and provide a quick resolution to any concerns the school or family have for the well-being of our learners.

18. Pastoral Support Plan

Where a learner's behaviour identifies them as having repeated suspensions or being at risk of permanent exclusion, the school will start a pastoral support plan (PSP). This involves setting clear targets and identifying clear support to help secure improvements to a learner's behaviour and reduce the risk of suspension.

This is a structured intervention designed to support those learners for whom other school-based strategies have not been effective, this can run for a flexible period of time at the discretion of the school to meet the needs of the school, student and family, however we endeavour to be aligned with the national guidance of a period of sixteen weeks. There are regular reviews with the learner, parents, pastoral and support staff. Relevant external agencies, family members and other adults

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may also be invited to attend. The PSP will itemise individual learner targets, sanctions and rewards and specify any extra support from external agencies as well as from the school.

19. Managed Moves and Permanent Exclusion

A permanent exclusion will be taken as a last resort. A decision to exclude a pupil permanently should only be taken:

• In response to a serious breach or persistent breaches of the school's behaviour policy; and

• Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The London borough of Tower Hamlets operates the managed move process that all secondary schools in the London borough of tower hamlets are a part of. In line with local authority guidance this school will offer families the option of a FAP managed move to families whose child is at risk of permanent exclusion. Managed moves are seen as a much more positive strategy for learners at risk of permanent exclusion as they offer students a fresh start. Parents/carers will not be coerced into taking the managed move.

20. Mobile Phones at SPW Secondary

At SPW secondary we have a 'no mobile phone' approach. This means learners do not use their mobile phones on the school site. It should be switched off before arriving to school and should be kept in the learners' bags. This approach will protect our learners from internet misuse, cyberbullying and protect valuable learning time. We want to promote self-regulation by giving our graduates the opportunity to independently decide how they keep their phone out of sight. Sixth formers will be given the opportunity to use their mobile phones for educational purposes only during study periods and in designated areas for the sixth form. All other expectations should be followed as above. The secondary school encourages learners to not bring phones on site as, in the case of an emergency, office phones can be used. The school has no liability for damage, lost or stolen mobile phones.

At the primary school, learners are not to bring a mobile phone into school. In exceptional circumstances, children are only allowed to bring a mobile phone to school if they walk to or from school alone, and it would need to be handed in at the office for the duration of the school day.

If a member of staff finds a learner with a mobile phone, the staff member shall follow through with the guidance (please see the mobile phone policy) which follows the Department of Education's guidance on 'searching, screening and confiscation' July 2022.

21. Off Site Trips and Visits

When offsite on trips or visits the same expectations apply and will be dealt with as though on-site. Poor behaviour or conduct may result in sanctions if there is a clear link between that behaviour and maintaining discipline among the learner body as a whole, or if there are likely to be repercussions on- site. A member of school staff may notify the police and other authorities (e.g. Social care) if they be me aware of a learner's involvement in criminal or anti-social

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behaviour during the trip. The mobile phones policy applies to all trips and visits unless otherwise stated by the trip leader and submitted as part of the trip paperwork.

22. Searching and Confiscation

The school has a statutory obligation to manage the health and safety of staff, learners and visitors and ensure that school expectations are maintained. Under this authority we reserve the right to search and screen learners under the following circumstances and to confiscate items as described below:

• Learners will be treated courteously and afforded respect and a reasonable level of personal privacy during any search; where possible personal items will only be searched in the presence of the learner
• A member of staff who is the same gender as the learner will carry out the search where appropriate. Another member of staff will be present to act as a witness to the search
• Parents may not be informed prior to a search and parental consent will not be sought
• Parents will be informed if a search of their child is conducted in order to recover prohibited items
• Parents will be informed if searches result in school disciplinary actions or police involvement
• Any searches by a member of staff or by police officers for a prohibited item will be recorded on the school's safeguarding reporting system

23. Banned Substances and Items

Prohibited Items

The Department for Education has a classified list of prohibited items for all schools. Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including themselves)

Banned Items

St Paul's Way School has their own list of substances and items that are not permitted. Banned items include:

- Legal highs
- Aerosol cans
- Paint thinners
- Non-prescribed hypodermic needles
- Smoking materials, including vapes, matches and lighters

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- Drug paraphernalia
- Energy drinks

Should a student be found in possession of a prohibited or banned item on SPW premises, they will be confiscated immediately and, and parents/carers will be informed as appropriate. Bringing in prohibited or banned items is considered to be a serious breach of the school behaviour policy.

24. Use of Reasonable Force

Staff members will always look to resolve any conflict or aggressive behaviour through discussion. However, there are times when learners are likely to cause considerable damage to themselves, members of the school community or school property. In these instances:

- School staff have a legal right to use reasonable force to control or restrain

- Control means passive contact, such as standing between learners or blocking a learner's path, or actively leading a learner by the arm away from a classroom or difficult situation

- Restraint means to hold back physically or to bring learners under control. For example, where two learners are fighting or refusing to separate without physical intervention

- Reasonable force can be used to prevent learners from hurting themselves or others, or damaging property or causing disorder

- Force used will be proportionate and reasonable. School staff will always try to act in ways that will minimize the chance of injury to the learner but this may not always be possible

- Reasonable force may be used to enforce a search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that have been or could be used to commit an offence or cause harm

- Force will never be used as a punishment and reasonable adjustments will be made for children with disabilities and special educational needs

- We do not require parental consent to use reasonable force.

Use of positive handling training is reviewed and updated regularly and go above the required standards for a school.

25. Allegations Against Staff

If a learner was found to have made a false accusation against any member of school staff, appropriate sanctions would be implemented and the learner's parents would be contacted.

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The nature of the sanction imposed would depend on the severity of the accusation, but serious malicious accusations could result in exclusion.

26. Reasonable Adjustments

It is very important to pay close attention to any exceptional circumstances such as: special educational needs, race relations, disability and any other equality considerations.

The school has in place measures to support learners and prevent exclusions. These include:

• Targeting learners for behaviour & progress intervention

• Use of PSPs (pastoral support plans) and review PSPs

• Completion of early help assessments

• Referrals to internal and external support agencies.

27. Monitoring the Impact of the Behaviour Policy

SPW leaders will monitor the distribution of rewards and sanctions by groups e.g. gender, ethnicity, SEN in order to ensure that our behaviour policy is effective. We have a specific duty to monitor the impact of the operation of policies on learners, parents/carers and staff for different groups, and we will evaluate the impact of this behaviour policy and act on the results of these evaluations.

The evaluation of the effectiveness of the policy will be carried out using data collected on the school's management system of SIMS. In addition, data relating to attendance, exclusion and punctuality will be analysed and communicated.

28. Appendix 1 – Roles and Responsibilities

Pupils
Pupils should ensure that they are committed to the SPW Secondary vision and ethos in order to become well rounded and responsible global citizens. Pupils must:
• Strive to embody the school's core values
• Follow the three core expectations
• Strive to follow the expectations detailed in the Behaviour Framework
• Strive to follow the expectations of the Classroom Principles – Meet and Greet, Noise Levels, Countdown, red line script
• Strive to follow expectations for transitions and line-ups
• Strive to follow the expectations at non-curriculum time – Follow instructions first time, no physical contact and look after the school environment.
• Arrive on time to school and lessons
• Wear the correct uniform to the specification of the school expectations
• Be committed to developing themselves as well-rounded global citizens that achieve excellent outcomes in their academic study and beyond.

Parents
Parents should ensure that they support their child in adhering to the expectations of the school, work in close partnership with staff at the school to ensure that information is shared effectively and discuss any concerns that they have regarding their child's development with the school promptly. Parents must:
• Engage and communicate effectively with the school and follow the school's expectations on communication. For example, parents must attend all meetings, and understand and support the

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communication systems of the school. In addition, at SPW Secondary, parents must check and sign planners and correspondences.

• Actively encourage their child to build excellent relationships both in school and outside with staff, learners and third parties

• Work in partnership with the school to ensure their child makes excellent progress and adheres to the school's expectations at all times

• Inform the school of anything that could have an impact on their child and their conduct in the school.

Staff

Staff are expected to embed positive behaviour for learning strategies by adhering to and upholding our core set of values and expectations. Teachers must:

• Establish excellent relationships with all learners

• Carrying out regular behaviour training.

• Deliver excellent quality of provision that is inclusive for all learners

• Maintain the visible consistencies and classroom principles expected by the school

• Maintain the transitions and expectations of line-ups

• Uphold and maintain the behaviour systems of the school including duties, sanctions and processes at SPW Secondary. For example, for SPW Secondary learners, using the planner and SIMS to record behavior related actions

• Maintain effective communication with all stake holders.

Form Tutors

Class Teachers in the Primary School and Form Tutors at the Secondary School play a central role in the social, emotional, mental, spiritual and cultural development of each individual learner. They should be active in ensuring that learners play a positive role in the school community and offer the first wave of support for learners in need of additional care. Form tutors must:

• Build positive relationships with learners, parents and carers

• Follow up with concerns about individual learners and work in close partnership with the Year Team (SPW Secondary) and Phase Leaders (SPW Primary)

• Monitor and review learners' progress in terms of behaviour, attendance, academic progress and attainment.

• Implement relevant behaviour strategies as directed by the YTL or Pastoral SLT.

Curriculum Leaders

Phase leaders in the Primary School strategically lead teachers and support staff to ensure that a consistent approach to behaviour for learning is implemented and that the curriculum offers opportunities for pupils to flourish.

Curriculum Leaders at SPW Secondary School should lead teachers and execute all aspects of Student Culture in line with their job description to ensure that a consistent approach to behaviour for learning is implemented and that the curriculum offers opportunities for learners to flourish.

• Model the visible consistencies expected by the school both in lessons and during non-curriculum time

• Model the expectations of transitions and line-ups

• Monitor, evaluate and review behaviour for learning within faculty areas and support individual teachers and learners where necessary

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- Ensure that the curriculum is inclusive and supports the needs of all learners.

Student Achievement Coordinators

At SPW Secondary, Student Achievement Coordinators should have a strategic overview of the needs of learners in their year group. Through restorative practices, SACs should ensure that all learners are given the opportunity to build excellent relationships and self-regulate their own behaviour, SACS must:

- Work in close partnership with their Year Team leader to ensure that all learners in their year group are effectively supported
- Establish excellent relationships with learners and families to ensure outstanding pastoral support is offered
- Liaise with staff from across the school to ensure learners receive the appropriate support needed to flourish.

Year Team Leaders

Phase leaders in the Primary should strategically lead teachers and support staff to ensure that all pupils in their year group are supported both in terms of academic progress and pastoral support. At SPW Secondary Year Team Leaders strategically lead the SAC and form tutors to ensure that all learners in their year group are supported both in terms of academic progress and pastoral support.

Phase Leaders and Year Team Leaders must:

- Manage their teams effectively to ensure all learners receive consistent approaches to behaviour management
- Work in close partnership with staff to ensure that learners are given the appropriate support
- Network with a wide range of staff, parents and external agencies to ensure that learners receive tailored support where necessary
- Year Team leaders must execute the "Strategy Mondays" to support the learners in their cohort appropriately and follow up where relevant

Senior Leaders

Senior Leaders ensure that there is consistency in behaviour management and high expectations on behaviour are maintained at all times. Senior leaders must:

- Ensure that the behaviour policy and associated procedures are consistently used across the whole school
- Maintain high standards in all their communications to stakeholders and uphold the core rules with regular feedback
- Establish a culture of visible consistency and excellent relationships throughout the school both in lessons and during non-curriculum time
- All senior leaders will ensure there is calm and safe behaviour during non-curriculum time as led by the DHT for pastoral
- The DHT for pastoral will lead fortnightly reviews of the trends and patterns of behaviour across the school and direct pastoral staff to deliver targeted intervention where possible
- Report behaviour reports to the governors at least three times in an academic year.

29. Appendix 2 – Links to Legislation and Guidance Documents

- Ofsted Framework: 2019 - https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education
- The Equality Act 2010 - https://www.gov.uk/guidance/equality-act-2010-guidance

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- Education Act 2002 - https://www.legislation.gov.uk/ukpga/2002/32/contents
o When the Adults Change, Everything Changes – Paul Dix
- Below the radar, low level disruption in the country's classrooms – OFSTED 2014 - https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms
- Better Than Carrots or Sticks by Dominique Smith, Douglas B. Fisher and Nancy E. Frey -
- Creating a culture: How School Leaders can Optimise Behaviour – Tom Bennett, March 2017 - https://www.gov.uk/government/publications/behaviour-in-schools
- Tower Hamlets Guidance on the use of Pupul Exclusion 2018 https://www.towerhamlets.gov.uk/lgnl/education_and_learning/schools/exclusion_of_pupils_from_sc.aspx
- School suspensions and permanent exclusions: https://www.gov.uk/government/publications/school-exclusion
- Behaviour and discipline in schools
- Searching, screening and confiscation at school: https://www.gov.uk/government/publications/searching-screening-and-confiscation
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

30. Appendix 3 – Classroom Principles and Visible Consistencies

Line Ups and Transitions

Stage	SLT/YTL Lead	Teachers	Students
1	Blows Whistle from front	Students move into into tutor lines 2 min window based on clocks	Move to Line Up in forms: - Alphabetical order - Bag in front on floor - Facing Front
2	Countdown: • *5 Ready to Track* • *4 Bags off and in front of you* • *3 Thank you (Pick tutor group)* • *2 Uniform 100% perfect* • *- 1 Silence*	Support with raised hands	Students fall silent Late arrivals move to timeout zones
3	*"100% Silent, Facing the front, bags down, Uniform correct – Shirts tucked in and lanyards visible, blazers on. Teachers please can you check the students are ready."*	Staff check lines anyone not ready sent to timeout zone	Students lined up in silence

	Instructs Staff to check lines		
	Instruct staff to return registers to SLT lead		
	"Teachers to move into lines to support readiness for learning"		
4	Starts Dismissal *"Thank you (Insert year group) I am now going to dismiss now. When called, please move to the front with pace and purpose to meet your teacher in silence.* *6. Maths 10x3 to Mr Ali"*	Raise hands to signal class Indicates line up area checks line is straight Moves key students Nominate lead student	Students move to teacher through the front of the lines line up in front of teacher

Follow Up
- Incorrect positions and Bags - Directed to time out zone, CR issued by SAC. Join class when called
- Late to line up = Directed to time out zone, CR issued by SAC. Join class when called
- Talking in line up = Student moved to timeout zone by lead or other staff. CR issued by SAC. Join class when called
- Talking in transition = Reminder issued by class teacher or duty staff tell teacher, 3 incidents in 1 transition re-start transition.

Steps for Successful Transitions

Staff set up line before moving off
- Select a suitable student leader
- Explain to your leader what you expect and how you are going to direct them.
- Distribute your challenging students in the line. This can be done by moving your positive students to avoid negative attention
- Explain the expectations to your students before you move off.

PEN for Movement
- **Position** (Be in the middle of your line, sideways on,)
- **Expectations** (Use positive group support, repeat the expectations during movement, praise success)
- **Non-Verbal** (Hand signals, scan the line, thumbs up for positive encouragement).

Red Line Script
We have introduced a Red Line Script this is a universal method for ending a challenging conversation with a pupil that might be escalating. All Students will understand the phrase and the response needed detailed below.

Teacher - *I show respect to you, you show respect to me. We are agreeing to disagree you can discuss this with your YTL.*

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Pupil - 3 responses
I understand I need to ...
Next time I will …
Sorry, I should have ...
Pupils have these responses on their lanyards or in their planners. Failure to use an appropriate response leads to a CR.

<u>AM/PM Gate</u>
All Students are expected to initiate a greeting to staff on the gate.
1. Student initiates
- "Good Morning/Afternoon"
2. Teacher prompts response where non-compliance
"Good Morning/Afternoon …"
3. Teacher uses follow up response
"I show respect to you, you show respect to me."

Classroom Principles

<u>Countdown</u>
Across all settings with all students we use the countdown to refocus students attention on the Teacher/Staff member/Adult. Our script is consistent and detailed below:
5, Ready to track
4, Equipment down
3, Thank you (reference to student(s))
2, Nothing in your hands
1, Silence
Success criteria for deploying the countdown is as follows:
- Standing in one location
- Using eye contact to scan the room
- Body language is consistent and use of non-verbal indicators.
- Use physical countdown with hand to reinforce verbal commands
- Consistent pace
- Not raising voice
- Where appropriate lowering volume of voice
- Only starting instructions/explanation once 100% of students are silent.

<u>Noise Levels</u>
When setting tasks at SPW Secondary all teachers end instructions for a task setting the appropriate noise level. This provides clarity of expectations for all students and ensures a calm and orderly environment that reduces distractions. The three noise levels are below:
1. Silent Activity – 100% Silence
2. Pair level noise – 100% Whispered voices
3. Group noise – 100% Speaking level voices
These noise levels are scripted into our teacher explanation and instruction to ensure consistency and clarity in expectations for all students.

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Examples of Scripts

Silent Activity	Pair Level Noise	Group Noise
"Our next task is a silent task. Read the passage on page 1 and highlight all the violent verbs. Remember this is a silent task"	*"Our next task is peer assessment. This is pair work. Read your partner's work and tell them one thing they have achieved from the success criteria. Then, tell your partner one thing they need to do to improve. This is pair work using whispered voices"*	*"Our next task is a discussion on your table. Look at the sources in your own envelope from World War I. Use these to create a list of disadvantages about trench warfare on your large sugar paper. This is group noise using speaking level voices."*

"Meet and Greet"
Start of lessons at SPW Secondary are structured to ensure learning takes from the moment students enter the lesson. The "Meet and Greet" routine provides a visible consistency and clarity of expectations for all fostering a calm and focused learning environment. Teachers are advised where possible to have the board on, books handed out, and register ready, before the start of the lesson.

KS3/4/5 - "Meet and Greet" Micro-Script

Step	Staff	Students
1.Set-up	• Do Now is on board/ visualiser/Sheet on door • Student books are on the table if the teacher has them. • SIMS register is open.	NA
2.Threshold	• Teacher greets students: • Smiles • Greets 'Good morning/ afternoon' by name (if no response, ask student to rejoin back of line and try again) • Checks uniform (If not ready sent to rejoin back of line and try again) • Hands out paper Do Now If appropriate	Students enter silently and stand behind chairs unpacking: • Planner • Pens • Board pen • KOs folder • Subject specific equipment* • Exercise books* • Bags underneath desks Some exceptions to sixth form students may apply
3. Positive Recognition	Teacher at front of class Countdown used (where needed) Greets class positive comment.	Students listen to explanation and instruction in silence
4. Do Now	Sets Do Now Task! Referring to board/visualiser/handout **INCLUDING NOISE LEVEL OF SILENCE** Instruct students to be seated	Student listen to explanation in silence Students sit silently and start Title/ date/ CW Do Now!***

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	Checks equipment is on desk	
5. Late	Second Bell indicates late	Students arriving after second bell receive late follow up
6. Register	Teacher completes register on SIMs	Students respond "Yes"

*If Students are not silent countdown can be used to re-focus class and reminders if needed.

**All Do Nows! Must be silent activities.

***Any students arriving after the students have been seated are deemed to be late and should have a Late to class issued resulting in a CR.

High Expectations a 100% Behaviour Framework

At SPW we believe in high standards of conduct from all our students, all of the time. The Behaviour Framework is a set of non-negotiable standards that apply to all our students. If our students fail to meet these expectations 100% then follow up is required.

100% The Behaviour Framework

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Ready

100% of the time Students always meet the countdown expectations.

100% of the time Students are fully equipped for lesson and display it on the desk

100% of the time Students Uniform is correct (6 stripes on tie, shirt in)

Respectful

100% of the time Students follow the noise levels instructions

100% of the time Students raise hands or responds to teacher for discussion

100% of the time Students face the front or ask permission to pass items in the class

Safe

100% of the time Students remain seated unless given permission.

Whole Group Positive Support

Where students are not meeting the expectations of the visible consistencies, staff can use their discretion in line with whole school guidance to deploy Whole Group Positive Support. The method is a non-invasive form of support that is positively framed and speaks to Classroom Principles and is scripted for clarity and consistency.

"Year 9 I need 100% silence after our countdown"

Individual Anonymous Support

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Where students are not meeting the expectations of the visible consistencies staff can use their discretion in line with whole school guidance to deploy Individual Anonymous Support. The method is a non-invasive form of support that is positively framed and speaks to Classroom Principles and is scripted for clarity and consistency.
"I need 100% silence, I am waiting for two more students."

Issuing a Reminder
When issuing a reminder we consider the following:
• How often?
• Is it persistent and repeated?
• What level of disruption?
• How disruptive is it for your teaching and student learning?
• What is their motivation?
• Is the student testing your expectations?

We use the following process in most instances unless the criteria above requires an immediate response:
1. Classroom Principles
2. Whole Group Positive Support
3. Anonymous Individual Support
4. Issue a Reminder.

When issuing a reminder we use the "Get in, Get out, Move On" principles:
"Name, Tag the behaviour, positively frame for bounce back statement, move on".
Script:
"Name, talking, 1 reminder, thank you for being silent. Ok Year 9 …"

31. Appendix 4 – Positive Recognition

At SPWF, it is considered that praise and rewards are an integral part in recognising positive contributions to school life. We use 'Stay on Green' visuals and prompts, which is a positive reinforcement to encourage learners to continue with good behaviour for learning. All staff at the Primary school reward learners in the following way:
• Moving learners on class behaviour charts
• Awarding 'green points' to learners to add to their class total
• Learners show good work to another teacher or a senior leader
• Awarding stickers or stamps to learners
• Presenting individual certificates in our weekly celebration assembly
• Awarding individual certificates in our weekly graduate skills assembly
• Giving class trophies in our weekly celebration assembly (for attendance and punctuality, and greenpoints).

The ethos of the recognition and rewards is to reward learners for going 'above and beyond' both in lessons and during non-curriculum time. Where learners go above and beyond they will be recognised

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fordoing so through a number of celebratory methods that all stakeholders can engage with across the school.

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Behaviour for Learning Actions for Pupils

Stage	Behaviour	Action Taken
Gold	• You are doing even more than we would expect with how you treat others and how you approach your work.	• Name on gold
Green	• You are doing the right thing with how you treat others and how you approach your work. You are kind, safe and ready for learning.	• Name on green
Yellow	• Failure to be kind, safe or ready • Failure to follow instruction from adults 1st time • Disrupting other children's learning • Moving around the school noisily • Failure to focus on learning / work • Being unkind to other children.	• Warning • Time out • Apologise
Red	• Continued yellow behaviour • Continued unkind or unsafe behaviour • Disruptive behaviour on time out • Lots of disruptive behaviour	• Time out in partner class • Reflection sheet • Parents informed

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 	• Being rude or disrespectful to adults.	
Purple	• Continued red behaviour • Continued unkind or unsafe behaviour • Substantial amount of disruptive behaviour • Bullying • Being unkind because people are different to you • Hurting people with words or actions • Stealing • Damaging school property	• See a senior leader • Reflection Sheet • Parents see a senior leader

Behaviour for Learning Actions (for staff use)

Stage	Behaviour	Action Taken
Gold Outstanding Behaviour Exceeding Expectations	• Consistently making the right choices • Making good choices when in challenging situations • Going above and beyond normal behaviour expectations	• Child's name on gold • Praise and acknowledgement

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	• Persevering when faced by learning challenges.	
Green Good Behaviour Meeting Expectations	• Being kind safe and ready for learning at alltimes • Following instructions from adults 1st time • Moving around the school quietly and sensibly • Focussing on learning / work • Being respectful and kind to adults and peers	**In Class** • Child's name on green • On-going praise for children displaying greenbehaviour. **In Playground / Clubs / Corridors** • On-going praise for children displaying greenbehaviour.
Yellow Low-Level Behaviour Not Meeting Expectations	• Shows unsafe, unkind behaviours or is notready for learning • Failure to follow instruction from adults 1st time • Disrupting other children's learning • Moving around the school noisily	**In Class** • Warning given with opportunity for child to improvetheir behaviour • Time out in class (continue to engage in learning) • Discussion with Class Teacher • Child to apologise to appropriate person

Yellow	• Failure to focus on learning / work • Being unkind to other children.	**In Playground / Clubs** • Warning given with opportunity for child to improvetheir behaviour • Time out in playground • Discussion with supervising adult • Child to apologise to appropriate person.
Red Significant Behaviour Incidents or Persistent Low Level Behaviour	• Continued unsafe, unkind or disruptivebehaviours • Continued yellow behaviour after time-out • Disruptive behaviour whilst on time out in class • Persistent disruptive behaviour • Being rude or disrespectful to adults	**In Class** • Time out in partner class • Reflection sheet completed • Restorative discussion with Class Teacher andchildren if applicable • Parents notified verbally by class teacher • Teacher to record incident.
		In Playground / Clubs • Time out with Senior staff member • Restorative discussion with Class Teacher andchildren if applicable • Discussion with Senior staff member • Support staff involved to notify class teacher

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		• Parents notified verbally by class teacher • Teacher to record incident.
Purple Serious Behaviour Incidents or Concerns	• Continued red behaviour after time-out • Persistent disruptive behaviour over time • Bullying • Racial, homophobic or gender abuse • Physical or verbal abuse • Theft or vandalism	• Child brought straight to a senior leader • Reflection Sheet completed by child • Restorative discussion with senior leader • Record of behaviour incident kept • Parents meet and discuss with a senior leader • Pastoral Support Plan, if persistent behaviour • Fixed term or permanent exclusion.

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Positive Recognition at St Paul's Way Secondary School

Positive Recognition

SPW Secondary is committed to ensuring that all learners are recognised for consistent positive behaviours, outstanding positive behaviour and for going above and beyond the core expectations of the school. All teachers are expected to adopt the following approaches to recognise their learners:

- Verbal recognition during lessons
- Postcards sent home to students
- Positive phone calls home
- Nominating learners for 'Student of the Week'
- Recording 'character achievements' on our school system.

Character Framework

We believe in using positive recognition to develop good character traits and we have a character framework with a weekly focus. Examples of character foci include: being an independent learner; using respectful language; producing high quality homework. Twice a week, students who have demonstrated these character traits are celebrated in morning line-ups.

Rewards

In addition, students are recognised for going 'Above and Beyond' through Faculty awards, Year Team Leader Awards, Tutor Awards and Director of Learning Awards. These are presented in full cohort celebration assemblies every half term, where pupils receive certificates and badges. Student achievement is also recognised through half-termly reward events, such as cake breaks and reward trips.

32. Appendix 4 – Stepped Sanctions at SPW Secondary

(Please refer back to Appendix 4 for Stepped Sanctions at the Primary School)SPW Secondary Stepped Sanctions Behaviour System.

At SPW Secondary we expect learners to hold themselves the highest possible regard by always being:

'Ready, Safe, Respectful'

In the event of a learner not meeting the expected conduct, learners are given the opportunity to correct their conduct through reminders, and if required, restorative conversations. The school values the opportunity to resolve conflict quickly and effectively to ensure the safety of all members of the school community is maintained.

Communication of 'See me' will happen via the planner. Central reflection and Internalexclusions will happen via a text message and, where deemed necessary, a telephone conversation.

Learners who are regularly in central reflections or internal exclusions will be raised with thePastoral team and a bespoke strategy put in place to support that individual. Learners who fail to attend their stepped sanction will be escalated to the next step within 24 hours.

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Step	Information	Serious Incident	Location of Restorative
Reminder	3 reminders in one lesson = See Me. 4 reminders in one lesson = Faculty parked and central reflection 6 reminders throughout the day = Central reflection.	In the event of a serious incident such as: • A physical altercation • Swearing towards another member of the school community • Displaying intimidating behaviour • Suspected drug or alcohol abuse	N/A
See Me	• See me is a restorative meeting held that day. 2 'See Me' will mean an automatic Central Reflection the next day. Students must go to the first 'See Me' that day. • Students who fail to remediate their conduct are a risk of being parked for the remainder of the day. • Straight See Me's are issued for homework concerns. Sixth formers issued with a See Me for homework are required to stay for another 45 minutes to complete homework. It is the responsibility of students to inform parent/ carer.	• That which puts students and staff in imminent danger, students will be immediately isolated from lessons and non-curriculum time whilst an investigation takes place. • Removal of a student(s) is completed by a member of staff. • Following an investigation into the serious incident, student(s) will be placed in Central Reflection or escalated beyond this step.	Faulty/department base

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Faculty Parking	• Students receiving 4 reminders in a lesson or being involved in a serious incident based on teacher discretion will be faculty parked • Students will be parked for the remainder of the day. They will complete an additional 15 mins at the end of the		
	school day and Central Reflection the next day. • Students who are repeatedly Parked will receive follow up from a middle leader.		

Central Reflection	- Central reflection takes place the day after the incident and lasts 1 hour. Restorative discussions are held to resolve difficult situations - Straight Central Reflections can be issued by SLT and Pastoral Staff - Failure to meet expectations during line up will result in a Straight Central Reflection - Teaching staff can issue Straight Central Reflections for Lates to lessons, failed red line script - A Central Reflection is issued for extreme late to school.		Activity Studio
Internal	This means a student is isolated for the duration of the day to give time for reflection and allow a difficult situation to deescalate and be resolved. Students in internal exclusion have an extended school day by 1 hour. Students who repeatedly fail expectations through the course of a day can result in internal exclusion the next day or a suspension for 0.5 day	Unable to meet the expected standards of an internal exclusion or multiple internal exclusions over a short time period.	Internal Room

	Students who do not follow routines in place for health and safety will be issued an internal exclusion for the next day.		
External (Suspension)	A student will not be permitted on site and will be provided with work to complete at home or at an alternative provision.	Suspension will be followed by a return from Suspension meeting involving the student, parents/carers, a senior member of staff and possibly a member of the governing body. The meeting must establish the student's readiness to return to school and behave appropriately.	Off Site
MM/PEX	A decision for permanent exclusion (PEX) will be taken only as a last resort. A placement in the school's Pastoral Support Base will be considered where appropriate to support students at risk of MM / PEX A FAP managed move (MM) will be offered to families whose child is at risk of permanent exclusion. A student will be isolated or in alternative provision whilst this decision is being made.	Discussions at this stage will be bespoke and led by the Deputy Headteacher or Headteacher of the school.	BSP/LEAP

33. APPENDIX 5– Uniform Expectations

Daily Uniform
Grey blazer with school logo*
Grey V-neck jumper / sleeveless jumper/ cardigan with school logo*
Grey and pink school tie *
Grey trousers or skirt
White shirt
Grey salwar kameez or jilbab
Grey headscarf
Plain black shoes (not trainers or plimsolls)
Cohort specific lanyards with ID card
During cold weather all students will need to have a dark, waterproof coat for school.

PE Uniform
Silver grey and black jersey or polo shirt*
Silver grey and black shorts*
Black tracksuit bottoms*
Silver grey and black football socks with pink trim* Grey and black waterproof outdoor jacket*
Black trainers
Suitable
*These items are available from our school outfitters: Khalsa Schoolwear, 388-390   Bethnal Green Road, London E3 0AH Tel: 020 7729 3286

Please note the following are not part of SPW Secondary Uniform
- Hoop/hanging earrings
- Nose rings
- Extreme haircuts and/or colouring of hair
- Hoodies
- Make up/fake eyelashes/Nail polish or fake nails
- Tight fit trouser/leggings/skirts
- Branded and other non SPW jumpers
- Face coverings

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This is not an exhaustive list and SPW Secondary reserves the right to decide on whether a student is in line with the uniform expectations.

SPW Sixth Form has a smart dress code which must be adhered to at all times:
- Lanyard
- Collared Shirt/blouse/abaya/ thoub
- Tie (optional)
- Smart dress/skirt/trousers (no jeans, track suit bottoms or leather)
- Smart cardigan or smart jumper (no sweatshirts/ hoodies/ oversized items of clothing)
- Suit jacket/blazer (no leather or denim)
- Smart shoes (no trainers or open toes)
- No logos or slogans
- No tracksuit/lounge wear bottoms.
- No face coverings

Coats should not be worn inside the school building at any time.
Student presentation is checked daily at the entrance to the sixth form. If a student is not suitably dressed, they will be asked to return home to change.

St Paul's Way Primary School Uniform
Wearing our school uniform helps children to feel like a part of our school community and instils in them a sense of pride. It is important that children wear the correct uniformon a daily basis and look smart at school. Some of our uniform items need to be purchased from Khalsa School Wear on Bethnal Green Road but many others can be purchased from a wide range of high street stores and supermarkets. If you have any questions about our uniform, then please speak to us before making purchases.

EYFS Uniform (Nursery and Reception)

- Grey trousers/jogging bottoms or grey skirt
- White polo shirt with grey logo
- Grey cardigan or sweatshirt with pink logo
- Plain black shoes
- Pink gingham dress with white leggings optional in the summer

KEY STAGE 1 AND KEY STAGE 2 (YEARS 1-6)

- Grey trousers or skirt
- White shirt
- Pink and grey tie
- Grey jumper or cardigan with grey trim
- Plain black shoes (not slip-ons)
- Optional for Summer: grey shorts or pink gingham dress

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PE Kit (Year 1 upwards)
Black shorts, Plain white t-shirt, Plain black or white plimsolls or trainers (no logos or colours)
Winter: grey or black jogging bottoms and grey sweatshirt Draw-string bag (school logo or other).

Additional Information
All children should have a book bag (grey with logo) which they bring to school daily. We will use this to give them reading books, homework and letters. Children should not bring other larger bags to school as we do not have space to store them.

Children should have a suitable coat to keep them warm and dry when they are outside in winter. All items of clothing that children bring to school should be clearly marked with their name so that lost items can be returned to their owner quickly and easily. For health and safety reasons, we ask for long hair to be tied back and the only jewellery should be plain stud earrings (not hoops).

Additional Guidance for Shoes is also available from the school.

34. APPENDIX 7 - Behaviour Blueprint

St Paul's Way School Behaviour Blueprint

Core Expectations:
- Be Respectful
- Be Ready
- Be Safe

Visible Consistencies:
- Meet and Greet
- End and Send
- Pace and Purpose

Over and above Recognition:
- End and Send Plenary recognition
- Regular post-cards home
- Student of the week on screens

The Mission:
Creating the best place to learn in, the best place to work in, the best place to partner with...

Stepped Consequences:
- Conversation
- See Me
- Central reflection
- Internal Exclusion
- External Exclusion
- FAP/PEX

Micro-scripts:
Core elements of lessons and unstructured time will be scripted to develop consistencies across the school.

Restorative Questions:
What happened?
Who has been affected?
How have they been affected?
What needs to be done to make things right?
How can we do things differently in the future?

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35. APPENDIX 8 - SPW Secondary Student Culture Map
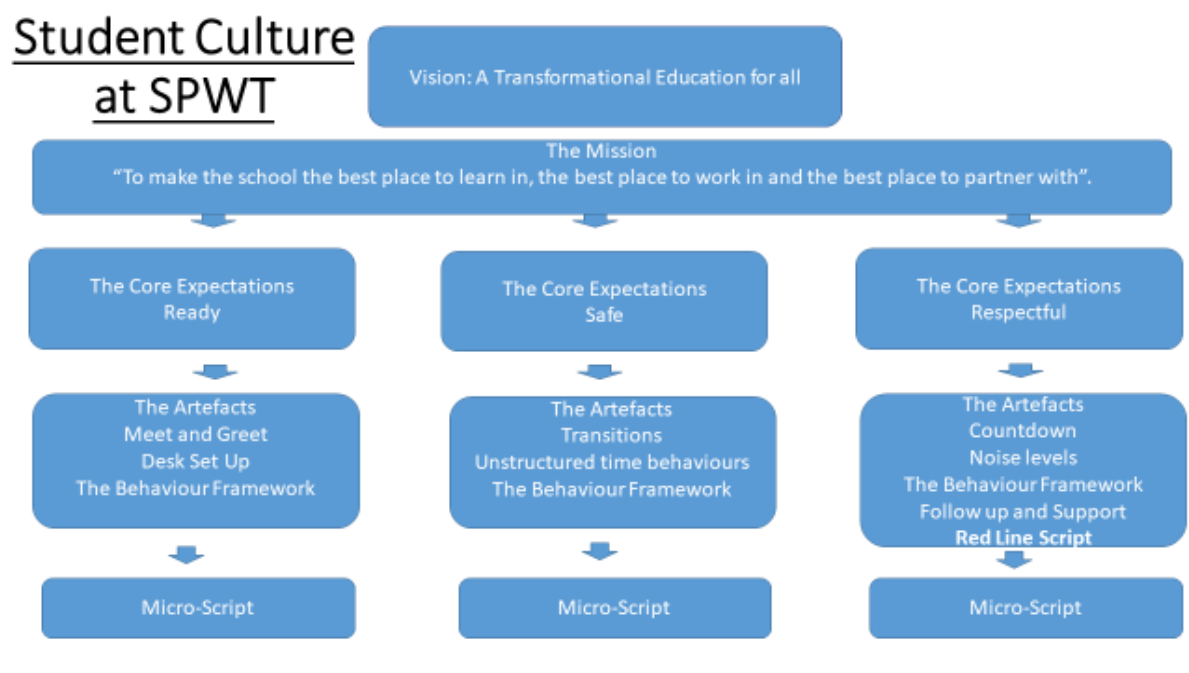
36. APPENDIX 9 - Intervention and Support

At SPW Secondary we are committed to ensuring that our learners are well supported to succeed in line with our behaviour framework. Any learner who is frequently not meeting our behaviour expectations will be discussed at the weekly Year Inclusion Meeting which is attended by:

- Director of Learning AEN

- Senior Pastoral Leader

- Inclusion Coordinator (INCO)

- Attendance and Wellbeing Manager

- Director of Learning (for relevant key stage)

- Year Team Leader (for relevant year group).

At this meeting professionals will identify barriers to learning and put appropriate intervention and support mechanisms in place. Leaders should use their professional judgement as to which interventions are appropriate for each student at each stage as not all interventions and support mechanisms are suitable for all students. Interventions may include:

Stage 1:
- Form tutor conversations and parent phone call

- Parent meeting with Student Achievement Co-Ordinator

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- Homework club

- Behaviour focus group

- Behaviour for learning report.

Stage 2:
- Parent meeting with the Year Team Leader

- Access to the learning support

- In school keyworker mentoring

- External mentoring through Greenhouse sports/Spotlight youth centre, or other organisation

- Behaviour and attendance support services (BASS)

- Mental health keyworker

- School counsellor.

Stage 3:
- Tower Hamlets Education and Wellbeing Service (THEWS)

- Health mentoring

- Early Help

- Early help assessment (EHa)

- AEN screening

- AEN support such as literacy interventions or Speech and Language Therapy (SALT)

- Referral to Educational Psychologist (EP)

- Meeting with the Safer school's police officer

- School social worker support

- Pastoral Support Plan.

Stage 4:
- Pastoral Support Base (KS3 only)

- Managed Move (Fair Access Protocol).

37. APPENDIX 10 - Home School Agreement

St Paul's Way Home School Agreement

PARENT/CARER
As a parent *I* carer of a student at St Paul's Way I will:

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- Ensure my child attends school regularly, on time, in uniform and with correct equipment.

- Review my child's planner with them each day and support them to complete their homework to the best of their ability.

- Support school policies regarding behaviour.

- Attend parents' evenings and other meetings concerning my child's progress.

- Inform the school if there is a problem that would affect my child's education.

- Contact school staff via the main office to ensure queries are logged and followed up efficiently.

- Ensure communication with school staff is appropriate and respectful at all times.

- Agree to my child having their photograph taken, kept on school databases and used within the school for identification purposes.

- I will support my child to join and attend enrichment activities.

- I will ensure my child completes all activities and learning related to the school's Curriculum and Co-curriculum, this includes Personal Development and Careers Education.

STUDENT

As a student of St Paul's Way School I will:
- Attend school regularly, on time, in uniform, with the correct equipment.

- Complete homework and classwork to the best of my ability.

- Make sure I am in the right place at the right time.

- Strive to embody the school's core expectations of Ready, Safe, Respectful

- Strive to meet the expectations of the Behaviour Framework.

- Be committed to developing my character to become a well-rounded, global citizen.

- Treat the whole school community and environment with respect.

- Speak to a member of staff if I have any problems or concerns.

- I will join and attend at least one enrichment activity every week.

- I will complete all activities and learning related to the school's Curriculum and Co-curriculum, this includes Personal Development and Careers Education.

SCHOOL

As individual staff and the whole school we will:
- Aspire to meet all the aims of the SPW's Vision and Ethos and transform lives through our high expectations and high standards for all.

- Insist on a high standard of work and behaviour by building positive relationships between students, home and school.

- Provide an accessible, broad and balanced curriculum to meet the needs of your child.

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- Provide support for your child to complete their homework through clear guidance.

- Care for your child's health, safety and wellbeing.

- Listen to parents and students respectfully.

- Support your child to make a positive contribution to society.

- Provide a range of enrichment opportunities and clubs at lunchtime, before school and after school.

- Provide an inclusive and broad Co-curriculum, fulfilling all statutory requirements, to meet the needs of your child.

We agree to support the Home School Agreement:

Date:

Signed (Parent):   **Signed (Student):**   **Signed (Staff)**

Name: **Name:**   **Name:**

38. Approval Signature

Signature of Executive Headteacher
Print name   **Phil Akerman**
Date   **July 2023**

Signature of Chair of Governors
Print name   **Dr Joe Hall**
Date   **July 2023**