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**St Paul's Cathedral School**  
**Discipline and Rewards Policy**

**Revised August 2022**

**(Good Behaviour)**

# AIMS & PRINCIPLES

***St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.***

*The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.*

*Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.*

This policy applies to all pupils at the school including those in the Early Years Foundation Stage (EYFS) who are part of the Pre-Prep. It makes reference to the DfE non-statutory advice 'Behaviour and discipline in schools (2022)'.

## **Equality Act 2010 (amendment) Regulations 2012**

St Paul's Cathedral School is aware of its responsibilities under the Equality Act 2010 and reasonable adjustments will be made when dealing with the behaviour of pupils with special educational needs or disabilities.

## **Aims and Key Principles**

- To ensure a consistent behaviour across the whole school, supported and followed by the entire school community, parents, teachers, pupils and School Governors, based on a sense of community and shared values.
- To apply positive policies of courtesy, consideration and common sense, to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (These will promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property.)
- To provide a range or rewards for pupils of all ages and ability in order to encourage positive behaviour.
- To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner with the aim of achieving an improvement in behaviour. Corporal punishment is never threatened or used at SPCS.
- To monitor behaviour effectively through the pastoral care system. Form teachers are the primary point of contact for positive feedback, raising concerns and discussing rewards and sanctions. Form teachers provide feedback to the year group co-ordinators through weekly year group meetings who then feedback to the Deputy Head who in turn feeds back to the Headmaster.

## **Children with SEND**

The school recognises that at time special provision and reasonable adjustments may need to be made for some pupils. At such times the appropriate course of action will be discussed

with the Head of Learning Support who will then advise on the best course of action in conjunction with parents/carers and specialists.

## **Code of Conduct**

At SPCS we believe it is vital to establish and maintain clear expectations for positive behaviour. Form teachers discuss our Codes of Conduct with the pupils at the beginning of every term. These documents might be adapted to create 'classroom rules' written in age appropriate language. The Pre-Prep will use golden rules to encourage positive behaviour.

- All members of the school community are expected to respect each other. All pupils are expected to respect their teachers, other adults and fellow pupils.
- All pupils are expected to respect their own and other people's property and to take care of books and equipment.
- Honesty, punctuality and courtesy are expected at all times.
- Pupils are expected to be well-behaved, well-mannered and attentive. They are expected to give of their best in everything they do.
- Pupils will move quietly and walk, not run when moving around school. Walk on the left at all times (along corridors and in single file up and down stairs).
- Pupils are expected to be quiet and calm when moving around the school.
- If a pupil has a grievance against another pupil, it must be reported to a member of staff who will deal with the matter.
- Bullying, verbal or physical, including cyber-bullying, stealing and vandalism are unacceptable. Repeated or serious incidents are cause for suspension or exclusion.
- Foul or abusive language must not be used.
- Pupils will not bring into school sharp or dangerous instruments, illegal solvents or any item that might cause a problem.
- Pupils will wear the correct school uniform, including for Games, and are expected to look smart and tidy. Jewellery should not be worn. Small stud earrings are permissible, but must be removed during games, P.E. and other physical activities such as Drama.
- Pupils should spend break times outside unless it is their specific Library day, they have a music lesson or it is wet break.
- Pupils will not bring sweets or any other food into school.

- Money should only be brought into school on fundraising days. On any other occasion money should be handed into the office at the start of the day.
- Pupils may not bring trading cards into school.
- All phones and internet enabled smart watches and devices to be handed in at the beginning of the day.

**Before a lesson all pupils are expected to:**

1. Check that they have all necessary books and equipment;
2. Use the lavatory if needed;
3. Make sure they are suitably dressed;
4. Line up quietly outside the classroom without blocking corridors;
5. Enter the room when invited.

**During a lesson all pupils are expected to:**

1. Listen and engage actively;
2. Work to the best of their ability;
3. Look at the teacher when he or she is talking;
4. Sit on the chair without swinging;
5. Raise their hand if they wish to make a verbal contribution;
6. Speak respectfully and treat all property with respect;
7. Ask permission before leaving a room;
8. Refrain from eating. Water bottles are allowed but drinking in the Science lab is forbidden.
9. Be silent and listen carefully to instructions in the event of an emergency.

**At the end of a lesson all pupils are expected to:**

1. Tidy their possessions when invited to do so by the teacher;
2. Discard any rubbish carefully in the appropriate bins;
3. Stand up behind their chair when asked;
4. Leave the room carefully and quietly when dismissed;
5. Move directly to their next lesson when applicable.

## **REWARDS**

### **Incentive Scheme**

A major aim of the school policy is to encourage all the pupils to practise good behaviour by operating a system of praise and reward. This is for all pupils.

The pupils are divided up into four houses, with family groups remaining in the same house. We hope that house members will encourage each other to try their best in every aspect of school life.

The incentive scheme is based upon a three-tier model:

### **House Points**

Pupils can be awarded (plus) house points for good work, progress, effort or behaviour in a lesson (including instrumental lessons) or for general contribution to school life;

House points in the prep school are recorded by the adults who have awarded them electronically in the staff shared area of the intranet in the folder named 'House Points'.

In the Pre-Prep, including the EYFS, pupils each have and use their own book in which they collect house point stickers. In the Prep School, house point stickers should be handed out regularly. Pupils collect these in their prep diaries. House point totals will be counted every Friday (including those awarded in the Pre-Prep) and the weekly results reported in assembly each Monday.

Each pupil will build up a score of house points over the term. There will be a prize at the end of each term for pupil who has most points in each year group.

### **Gold Seals**

Pupils who complete work to an excellent level or display positive working habits can be awarded a Gold Seal. Pupils will receive three house points for a Gold Seal. The teacher should fill in the Gold Seal and the pupil will celebrate this achievement with the Deputy Head.

### **Commendations**

The Headmaster awards commendations, as nominated by any teacher, for outstanding pieces of work.

The teacher should inform the Headmaster that they have nominated a pupil for a commendation and preferably show him the relevant piece of work.

Recipients will be acknowledged in assembly on Mondays with a certificate.

One commendation is equivalent to five house points.

The Head of Pre-Prep gives certificates for very good work in the Pre-Prep. 'Stars of the Week' certificates are awarded weekly to pupils in the Pre-Prep during a celebration assembly.



Pupils are encouraged to display their achievements in and out of school during assembly and on the notice boards around the school.

## **SANCTIONS**

A Behaviour Policy must state the boundaries firmly and clearly and at times some pupils will breach these expectations and the following sanctions are available for staff to apply.

The school acknowledges the different ages of its pupils and takes this into account when applying sanctions. Minor breaches of discipline are generally dealt with by the form teacher in a caring, supportive and fair manner. Each case is treated individually. Generally, pupils are made aware that they are responsible for their own actions.

Sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology, loss of responsibility and minus house points. Minus house points will be given at the discretion of the teacher concerned. These are subtracted from the pupil's house point score.

Parents will be involved at the earliest possible stage if problems are persistent or recurring. At the discretion of the School, there may be occasions when parents are not immediately informed about low-level challenges with behaviour as a point of negotiation with the child. If the problem persists, children may then be placed on a report card system and their behaviour monitored with the support of parents. A serious breach of conduct will be recorded in the incident book and the record will be shared with parents in writing by the Headmaster. In the Pre-Prep, visual displays help pupils guide and self-monitor their behaviour

In the Prep School the sanctions system is based upon a seven-stage model:

Stage 1: Non-verbal – an indication to the child that their behaviour is not acceptable.

Stage 2: Verbal warning

Stage 3: Minus House Points

Stage 4: Break detention - a pupil will be asked to attend when they have accumulated three minus house points within a term

Stage 5: After school detention - a pupil will be asked attend when they have accumulated a second set of three minus house points within the same half-term

Stage 6: Deputy Head's Intervention

Stage 7: Headmaster intervention

Teachers need not necessarily follow each stage in numerical order depending on the offence but are encouraged to stick to the policy wherever possible.

**Report card** – At any stage, pupils may be placed on report where it is felt that they would benefit from more structured monitoring and support. This is not necessarily intended as a punishment but will be put in place to help a pupil get back on track.

### **Procedures for Dealing with Major Breaches of Discipline**

1. A verbal warning by the Headmaster or Deputy Head as to future conduct.
2. A report card, to encourage improvement. On completion it should be handed to the Head or Deputy Head who will place it on the child's file.
3. A letter to parents informing them of the problem.
4. If the problem continues, a meeting with parents, and a warning given of exclusion, unless there is an improvement in the child's behaviour.
5. If the problem is severe (see serious misconduct below) or recurring then the exclusion procedures are implemented after consultation with the Precentor and Dean.
6. Permanent exclusion after consultation with the Chair of Governors.
7. Parents have the right of appeal to the Governing Body against any exclusion decision (see Complaints Procedure.)

NB: A very serious problem may result in the normal procedure being abandoned and a child being sent home straight away.

**In the absence of the Headmaster, the Deputy Head may suspend a child pending the Headmaster's return.**

**Serious misconduct** (circumstances which may lead to removal or expulsion):

- Verbal or physical abuse and assault
- Supply/possession/use of certain drugs and solvents or their paraphernalia, or substances intended to resemble them, and alcohol and tobacco.
- Theft, blackmail, physical violence, intimidation, racism and persistent bullying.
- Misconduct of a sexual nature including supply and possession of pornography.
- Possession or use of unauthorised firearms, including replica fire arms, knives and other weapons.
- Vandalism
- ICT and social media misuse.

- Other serious misconduct towards a member of the school community or which brings the school into disrepute on or off school premises.
- Any malicious accusation against a member of staff which proves to be unfounded.

## **Parents**

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By emphasising their support of the school and its expectations and by assisting, when appropriate, with the enforcement of the rules.
- By knowing that learning and teaching cannot take place without sound discipline.
- By attending Parents' Evenings and Parents' functions and by developing informal contacts with school.
- By remembering that staff deal with behaviour problems patiently and positively.

## **Intervention**

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary. (See Appendix 5 of staff handbook)

The child should be removed from the situation as soon as possible and taken to the Headmaster or Deputy Head.

The incident book should be filled in and the situation discussed with the Headmaster or Deputy Head who will then take immediate action to involve the parents.

The Headmaster or Deputy Head will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies - social services, psychological service etc.

## **Role of Governors**

The policy for admissions, misbehaviour and exclusions and the discipline and rewards policy are reviewed by the Education Committee of the governing body annually and seen by all governors. The Headmaster will report any serious misbehaviour to the governors on the Education committee and show them the record of sanctions imposed.

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