



St Paul's Way
Aspiration • Integrity • Community
PART OF UNIVERSITY SCHOOLS TRUST

School Culture





Behaviour for Learning

We aim to establish a culture of excellent behaviour for learning, supported by clear systems and processes for behaviour management. To ensure a fair and consistent approach to student culture across the school, we have implemented context-specific routines: "visible consistencies". These routines have been carefully micro-scripted to provide clarity and consistency for all stakeholders. Expectations for staff and student conduct are regularly reinforced through a shared language and a range of communication channels.

Our approach prioritises relationships, ensuring that students feel valued and clear about the boundaries that help them to succeed. Staff are trained to apply expectations consistently, while responding to individual needs. When needed, students receive support and follow-up in line with our stepped model, underpinned by a "warm but strict" ethos. Wherever possible, sanctions are complemented by restorative conversations to promote understanding and build lasting positive relationships.

We are committed to providing a caring, safe, and stimulating environment that supports the social, physical, and moral development of every child. Our school values of Aspiration, Integrity, and Community underpin positive behaviour for learning and ensure all students feel secure and supported.

Inclusion

We promote a strongly inclusive ethos, ensuring that every student, regardless of background, ability, or need, can access high-quality education and participate fully in school life. Inclusion is central to our mission of making our school "the best place to learn and work in" and reflects our core value of *community*.

We view inclusion as a whole-school responsibility, underpinned by collaboration between teachers, specialist staff, families, and external agencies. By fostering a calm, respectful, and ambitious learning environment, grounded in the values of hard work, engagement, and mutual respect, we enable all students to thrive, contribute, and feel proud to be part of our inclusive community.

Our Inclusion Team works closely with subject teachers to identify and remove barriers to learning, providing tailored interventions and differentiated classroom support. Staff hold high expectations for all learners, encouraging independence, confidence, and achievement.

A key feature of the school's inclusive provision is our Deaf Support Base, a well-resourced specialist setting within the mainstream environment. The base supports deaf and hearing-impaired students through targeted teaching, assistive hearing technology, and communication support, ensuring full access to the curriculum and wider school life.

We value diversity and belonging, celebrating the wide range of languages, cultures, and experiences within our community. Through pastoral care, enrichment activities, and partnerships with parents and local organisations, we aim to create a safe, respectful, and ambitious environment where every student can thrive.



Student Mental Health & Wellbeing

At St Paul's Way, positive mental health and wellbeing are promoted through a whole-school approach that aims to help students become resilient, confident, and successful learners. We work proactively to prevent issues and provide targeted support when challenges arise.

This approach is built on a consistent ethos, restorative behaviour practices, and open communication that encourages students to share concerns. We teach emotional awareness, resilience, and self-esteem, while ensuring students understand their value and learn to manage setbacks. We endeavour to identify mental health needs early and collaborate with parents, carers, and specialist services to plan effective support. Staff wellbeing and training are also prioritised to build a resilient, informed workforce, fostering a culture where talking about mental health is normalised.

We partner with the Tower Hamlets Education Wellbeing Service (THEWS), a Mental Health Support Team that delivers one-to-one sessions for students, offers staff CPD, and supports early identification of mental health needs. THEWS also provides parent consultations and links to external support services.

Within our school, several specialist systems and facilities promote wellbeing:

- The Curriculum Support Base (CSB) provides a calm, supervised environment where vulnerable students can socialise safely and receive emotional support
- The Additional Educational Needs (AEN) Faculty ensures early identification of students requiring extra help, using data monitoring, referral systems, and weekly inclusion meetings
- Specialist interventions include ELSA (emotional literacy support), Lego Therapy and social thinking groups (to develop communication and social skills), and the Zones of Regulation programme (to build emotional vocabulary and self-regulation)
- The Learning Support (LS) team provides a nurturing space for students with significant mental health needs or those transitioning into the school. LS creates a therapeutic environment through horticulture, pets, and creative programmes

Overall, we combine universal wellbeing promotion with targeted specialist support, ensuring that every student, particularly the most vulnerable, feels safe, understood, and equipped to thrive both academically and emotionally.

Staff Supervision

We believe high levels of staff supervision are essential to ensure student safety, prevent negative behaviour, and promote a positive learning environment. Visible staff presence helps manage transitions, monitor interactions, de-escalate conflicts, and provide timely support, while reinforcing school expectations and fostering accountability and respect among students.

We have an extensive site supervision duties rota, covering:

- Breakfast club
- Start of day
- Break
- Student self-transitions



- Lunchtime
- 6th form study periods
- Faculty parking/isolation room
- On call
- Reset room
- Line ups support
- Lesson support
- Receptions
- Same Day Reflection detentions
- Central Reflection detentions
- Extended Reflections
- Homework clubs
- SLT after school rota

Lesson Support Duty

As an example, Lesson Support duty, led by Heads of Faculty and Curriculum SLT, helps manage transitions and maintain high standards. Duty staff assist teachers by accompanying classes, ensuring smooth starts, checking cover lesson setups, escorting classes for external cover teachers, and identifying staff who may need additional support. Duties run from the start of each period until corridors are clear.

'On Call' System

At least one staff member is always available for the school's 'on call' system, ensuring swift support for students and staff while minimising lost learning time and preventing students from being unsupervised. Teachers can request 'on call' support for the following reasons: a student with a verified medical toilet pass needs access; a student requires first aid (delivered promptly by trained staff or, if necessary, in the First Aid room); a student needs escorting to the faculty parking/isolation room; or a serious incident occurs.

Break and Lunchtimes

Students gather in designated indoor and outdoor cohort zones at the start of the day, break, and lunchtime. These zones promote safety, reduce negative interactions, and foster year-group identity. Cohort staff supervise their year group, ensuring consistent behaviour management, providing personalised support, and quickly addressing issues, while familiar adults can spot changes in behaviour and de-escalate situations effectively.

Dining is available at break and lunchtime to promote student uptake. There are clear expectations of dining areas, led by Year Team Leaders, to ensure a calm and enjoyable environment for all.

Each cohort zone offers a range of recreational facilities, including football, kingball, tennis, table tennis, and basketball. For those preferring a quieter space, there are calm seated areas in the playground, as well as access to the library, computer room, and music rooms, or opportunities to play card games. A variety of lunchtime clubs are also available, such as chess, music tuition, and arts and crafts, ensuring activities to suit a range of interests. There are clear expectations of students and duty staff for each of these activities. As with the rest of our



behaviour policy, a stepped system is used at break and lunchtime for students not meeting expectations.

Clubs, Trips & Activities

Enrichment Clubs

We provide a variety of high quality extra-curricular activities and experiences that encourage our students to be active, culturally competent and equipped with the skills and confidence that will enable them to function effectively in the wider world.

We believe that providing a rich and vibrant enrichment programme, not only, increases academic success but also helps to shape our students into well-rounded, conscientious people who will be confident and resilient enough to succeed in life.

The enrichment clubs provided are free of charge and open to all.

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School 7.45-8.30	Basketball: Ball Handling - Coach Asando Supervised Instrumental Practice (1.12 & practice rooms)	Y7 Basketball - Coach Asando Y7 Girls Tennis - Coach Chris Supervised Instrumental Practice (1.12 & practice rooms)	Basketball: Shooting - Coach Asando Y7 Boys Tennis - Coach Chris Supervised Instrumental Practice (1.12 & practice rooms)	Basketball: Team Play - Coach Asando Y8/9 Boys Tennis - Coach Chris Girls Football - Ms Butler Supervised Instrumental Practice (1.12 & practice rooms)	Basketball: Games - Coach Asando Y8 Girls Tennis - Coach Chris Supervised Instrumental Practice (1.12 & practice room)
Lunch 12.40-13.35	SPW Choir (1.12) Senior Choir (1.12)			Year 7/8 Girls Arts and Crafts Club (1.43)	KS3 Ukelele Club (W/T) KS4 Ukelele Club (W/T)
After School 3.30 - 4.30pm*	KS4 Basketball (SH) - Coach Asando Y7 Football Training (Astro) - Mr Okoro Y8/9 Boys Tennis - Coach Chris Athletics (Astro) - Mr Shanney Girls Fitness (Gym) - Helal/Amrita SPW Orchestra (W/T) - Music Staff KS3 Creative Writing (1.20) - Ms Young, Mr McCarney	Girls Badminton (Sports Hall) - Helal/Amrita Y10 Football - Mr Okoro Girls Cricket - Ms Butler and Ms Clarke Tag Rugby - Mr Shanney Rock School (W/T) - Music Staff Debate Mate (0.46) - Mr Knight Y7/8 Design Technology Club (0.42) - Ms Revie KS3 Ultimate Science Club (1.02) - Mr Rashid First Story (Library Classroom) - Ms Horsfall Coding Club (2.35) - Mr Z Choudhury Roof Garden Club - Mr Sommerville, Ms Dhillon Chess Club (Library) - Dr Gallagher	Girls Basketball (SH) - Coach Asando KS5 Football - Mr Crossley Table Tennis - Mr Valencia Girls Boxing (Dance Studio) Y9/10 Boys Tennis - Coach Chris Y9-Y11 Boys Fitness - Helal/Jeff Music Tech Club (1.12) - Music Staff Drama Productions: Extra Rehearsals (Drop-In) (0.11) - Mr Maynard & Ms Smith KS4/KS5 Life Drawing Classes (3.10) - Ms Hill	Y7-11 Boys Badminton - Helal Y9 Football - Mr Winter Boys Cricket - Mr Winter Y9/10 Girls Tennis - Coach Chris SPWT Whole School Musical (W/T) - Performing Arts Staff KS3 Art for Wellbeing Club (Week 15 in 3.14) - Ms Addison-Pereria KS4/KS5 Science Reading Club (1.05) - Ms Nasreen KS4/KS5 Physics Problems Club (SRC-P) - Dr Gallagher	Y7/8 Boys Basketball (SH) - Coach Asando Y11 Football - Mr Jacobs, Mr Valencia KS4 Girls Tennis - Coach Chris KS5 Fitness - Helal/Jeff Music Theory Club (1.12) - Mr Hoyle
KS3 KS4 KS5 Multiple					
Additional clubs run by Spotlight are available at St Paul's Way Centre 					
        					

Trips

Our children are also offered the opportunity to take part in a range of extra-curricular off-site trips. This includes:

- All of Year 7 and Year 8 going to The Globe Theatre to watch a Shakespeare production
- Year 8 and Year 9 CSB Students go on a residential trip to Jamie's Farm
- All Year 9 students go to The Imperial War Museum to learn contextual information for History and English
- Residential trips in Year 7 and Year 11

Science Summer School

We also host the annual Science Summer School, a celebration of science and technology, designed to inspire students to explore the world of STEM careers. The event is led by Professor Brian Cox, the world-renowned particle physicist and one of our patrons. The day includes inspiring talks from leading scientists, hands-on workshops that bring scientific concepts to life, and a S.T.E.A.M. networking session tailored for sixth formers.

CEIAG

We are committed to providing all learners with a high-quality careers programme that prepares them for adult working life in the UK and internationally. This programme is delivered through the approach of Transform, Inspire, Succeed:

- **Transform:** Develops learners' entrepreneurial skills and shows the relevance of subject learning to the global labour market.
- **Inspire:** Motivates learners through mentoring, subject-specific guidance, and engagement with external providers.
- **Succeed:** Equips learners with practical skills for the future, including interview preparation, pathway mentoring, and work experience.

	Aims	TRANSFORM, INSPIRE, SUCCEED at SPWT				Gatsby Benchmarks*	CDI Framework*
		All-Year Round	Autumn Term	Spring Term	Summer Term		
Year 7	Introducing Careers Education	o Careers Assemblies: Employer Engagement, Further Education and College Encounters and Introduction to Apprenticeships & T-Levels	o University Campus Visit o Parents' Careers Week	o Technical Qualifications and Apprenticeships Week o National Careers Week	o The Switch Money Matters Workshop o Science Summer School	1, 2, 3, 4, 5, 7	Grow and Explore
Year 8	Exploring Careers		o The Switch Skills for Success Workshop o University Campus Visit o Parents' Career Week	o Technical Qualifications and Apprenticeships Week o QMUL: GCSE Options and Choices o National Careers Week	o Science Summer School	1, 2, 3, 4, 5, 7	Grow, Explore & Create
Year 9	Pathways	o Careers Library: Access to Information Sources and Further Reading	o Parents' Careers Week o The Switch Options and Careers	o University Campus Visit o National Careers Week o Technical Qualifications and Apprenticeships Week	o Science Summer School	1, 2, 3, 4, 5, 7	Grow, Explore, Create, & Manage
Year 10	World of Work	o Careers Hub: Opportunity to have a careers appointment with a trained careers adviser	o QMUL: Post-16 Options (Thinking Ahead)	o Parents' Careers Week o Future World of Work Day: Careers Fair o Technical Qualifications and Apprenticeships Week o National Careers Week	o Work Experience Week o Post-16 Preparation Programme o Science Summer School	1, 2, 3, 4, 5, 6, 7	Grow, Explore, Create, Manage, Balance & The Big Picture
Year 11	Post-16 Opportunities	o Careers Podcast: In Conversation With... Student led	o The Switch Head to Head Mock Interviews o Career Interviews & Application Support	o Parents' Careers Week o Career Interviews & Application Support o Technical Qualifications and Apprenticeships Week o National Careers Week	Study Leave and Exams Period	1, 2, 3, 4, 5, 6, 7, 8	Grow, Explore, Manage, Create, Balance & The Big Picture

Student Leadership

Student Council



The Student Council gives students the chance to develop leadership skills, work collaboratively on school and global issues, and have their voices heard in decisions affecting them.

Roles include:

- **Form Ambassadors:** Represent their form and support a chosen area of school life, such as Careers, Sports, or Environment
- **Year Representatives:** Lead their year group, support fundraising, and assist with event.
- **Deputy Senior Leaders (KS4):** Support Senior Leaders and help run Council activities
- **Senior Student Leaders (Year 13):** Lead all Council initiatives and represent students to parents and governors

A key remit of the School Council will be to drive our new Social Action and Service Programme (SASP). Through SASP, students will learn about and engage with different pressing social issues. They will get involved in activism to raise understanding and awareness about their topic and lead related outreach activities that benefit the local community.