



St Paul's Way

Aspiration • Integrity • Community

PART OF UNIVERSITY SCHOOLS TRUST

Support and Follow-Up

Support

Before issuing any sanctions, we use the three steps below to communicate and reinforce our expectations.

Teachers should be clear, calm and assertive.

Teachers use non-verbal cues and body language to support with these steps.

The whole group are addressed, rather than picking on individuals.

Instructions are positively framed and delivered in line with our warm but strict ethos.

1. Classroom principles
2. Whole group positive support: "I need 100% of students to put their pens down"
3. Individual anonymous support: "I'm just waiting for two more students to get started on their paragraphs"

Follow-Up

Sanctions Overview

Type	Sanction	Example
Reminders	N/A	Low level disruption
Same Day Reflection	30 minutes same day detention	3 rd reminder Homework not completed
Central Reflection	1 hour next day detention	Line up conduct issues Faculty parked (removed from lesson)
Extended Reflection	90 minute next day detention	Inappropriate words typed on the computer
Internal Exclusion	Full day in reset room with parent meeting	Missed Central Reflection
Suspension	Exclusion from school with parent meeting	Assault of a pupil
Permanent exclusion, transitional placement, or managed move	Not able to return to school	Failed Pastoral Support Plan

'Straight Sanctions'

Some behaviours trigger a sanction straight away, without reminders first.

The list below is a complete list of 'straight' sanctions that can be issued by a classroom teacher. More serious incidents are referred to the year team.

Issue	Sanction
Missing equipment	30 mins Same Day Reflection



Missed, lost, forgotten homework	30 mins Same Day Reflection
Talking during line up or poor corridor conduct	1 hour Central Reflection
Late to lesson or tutor time	1 hour Central Reflection
Forgotten P.E kit	Stepped, depending on the number of instances
Straight Faculty Parking	1 hour Central Reflection

1st to 3rd Reminders

If a student continues with disruptive behaviours after the support steps, the teacher issues a reminder.

Example: "Mohammed, this is your first reminder for talking whilst we listen to the instructions. Thank you for now showing me 100% silence."

The script supports our approach of 'get in, get out, move on' regarding issuing sanctions.

The support steps should be repeated after each countdown or at the start of task to avoid unnecessary escalation of reminders.

Teachers try to find an opportunity for a 'bounce back statement', when they next see the student meeting expectations e.g. "Mohammed, thank you for focussing on this task so well"

Faculty Parking - 4th Reminder

If a student continues with disruptive or defiant behaviour after the third reminder is issued, the fourth reminder triggers a Faculty Parking.

Faculty Parking is a serious sanction:

- Removes the student from lessons for the rest of the day (EHCP students = double lesson)
- One hour Central Reflection the next day
- Restorative conversation with teacher
- Parent call home by the teacher. Parent meetings with the Head of Faculty for repeat incidents in the same lesson within a half-term

Straight Faculty Parking

Some behaviour is serious enough to warrant a Straight Faculty Parking without reminders in class.

These include:

- Verbal abuse of student or staff
- Physical abuse of student or staff
- A prejudicial incident - for example, a racist or misogynistic remark
- Threatening behaviour to staff or students
- Walking out without permission and then returning to class

Year team contact is essential as the incident may be upgraded to an internal exclusion once investigated.

Faculty Parking/Isolation Room

A dedicated classroom is used for students who are faculty parked or temporarily removed from circulation following an incident under investigation. The room is staffed on rotation by Heads of Faculty and Curriculum SLT. When students arrive with the on-call staff member, their details are logged, they

are seated, and given five minutes 'cooling off' time while reading the printed expectations sheet. At the start of each double period, the duty staff lead reads the microscript to reinforce expectations.

Key Stage 3 students complete timetabled core subject work with provided worksheets, while Key Stage 4-5 students focus on a subject of their choice using available resources. Staff apply classroom de-escalation principles and log reminders on the tracker. If a student receives three reminders in a double period, they are moved to the Pastoral Support Room, resulting in an internal exclusion the following day. Year teams are contacted for support when a student reaches two reminders to prevent escalation.

Detentions

To support strong attendance at detentions, students receive multiple reminders to ensure they attend.

These include:

- Informed in person by the staff member when issued
- Asked to record in their planner, which is checked by the staff member
- Student Arbor App updated
- Parent Arbor App updated
- Parents receive an email notification
- Form tutor reminders
- Notice boards in cohort zones
- Period 6 teacher reminders

Each cohort has separate detentions to reduce negative peer influence, ensure age-appropriate behaviour management, and build stronger relationships through consistent staffing. Year Team Leaders support the start of their cohort's detention daily. Same Day Reflections, mainly for homework, are held in computer rooms so students can complete tasks. Knowledge organisers are available in all detention rooms for productive work. The reminder system applies: after three reminders, sanctions escalate (e.g. from a Same Day to a Central Reflection, or to an internal exclusion). Duty staff contact year teams for support when a student reaches two reminders to prevent escalation.

Type of detention	Staff leads
Same Day Reflection - 30 minutes	Mainscale teachers Aspiring Subject Leaders Subject Leaders
Central Reflection - 1 hour	Deputy Heads of Year Heads of Faculty Curriculum SLT Pastoral SLT
Extended Reflection - 90 minutes	1 st hour in Central Reflection Last 30 minutes with our Reset Room Manager / Mentoring Lead

Reset Room

A dedicated classroom, named the Reset Room, is used for students who have been issued an internal exclusion.

Timetable:

Time	Action
9.15-45am	Pre-internal exclusion parent meetings
9.45-50am	Students enter the room
9.50-11.30am	Independent study session 1

11.30am-12.00pm	Lunch and toilets
12.00-1.40pm	Independent study session 2
1.40-2.00pm	Break and toilets
2.00-3.40pm	Independent study session 3
3.40-4.00pm	Break and toilets
4.00-4.45pm	Reflection study session
4.45pm	End of day

Location: separate rooms for internal exclusion and faculty parking reduce numbers and maintain calm. The reset room is secluded from the main school but near toilets to minimise disruption.

Staffing: dedicated Reset Room Manager, who is also our lead mentor. Pastoral staff, familiar with students and skilled in de-escalation, supervise throughout the day, with SLT covering afternoons when behaviour is typically more challenging.

Set up: all students attend a pre-internal exclusion parent meeting in the morning, using the below pro-forma:

Student name & TG _____ Parent attended _____

Staff name _____ Date: _____

Reason for internal exclusion and reflection booklet to be completed

Strategy to ensure no repeated incidents

Strategy	Who will do this?	When will this happen?

Reset room timetable explained ☐

Reset room expectation sheet explained ☐

Reflection booklet and potential consequence explained ☐

Parent, student, staff comment:

Parent Signature _____

Student Signature _____

Staff Signature _____

Timetable: a single entry time limits disruption, while structured breaks in different environments support wellbeing and standards.

Lunch: a family dining model encourages inclusion and strengthens relationships between students and staff.

Expectations and Escalation: if a student receives three reminders they move to the Pastoral Support Room next door, following a short cooling-off period. Here, they are on their final chance before being issued a suspension.

Reflection and Restorative Work: students use their time to repair relationships and complete tailored reflection booklets and a post-internal exclusion meeting with the Reset Room/Mentoring Lead.

Below is an example of one of the reflection booklets:

Persistent Disruptive Behaviour (Threshold)

Name: _____ Tutor Group: _____ Date: _____

You have been given this opportunity to think through your behavior and reflect on why you should make better choices.

At St Paul's Way, we aim for our individual and collective best and work with passion and commitment to achieve this. We do the right thing, even when it is hard, even when no one is watching. We make our school a safe and purposeful place where everyone belongs, contributes and thrives.

Q1: Why were you asked to complete this work on persistent disruptive behavior? Tell me your side of the story. Explain your actions in neat handwriting.

Q2: Which school rule did you break through your persistent disruptive behavior?

Q3: Which of the SPW values (aspiration, community, integrity) did your behaviour not meet and why? How can you ensure your behaviour is in line with our school values?

Q4: What effect has your persistent disruptive behavior had on others (teachers, classmates, etc.)?

Q5: Imagine a world where everyone behaved in a disruptive way. What would that world be like?

Q6: Imagine how the person you acted-out towards felt. How would you feel in their shoes?
