



ST PHILIP'S SCHOOL

## PUPIL BEHAVIOUR POLICY

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**This policy applies to all pupils, including those in EYFS.**

### **Guidance and framework**

This policy has regard to the following:

- DfE guidance [\*Behaviour and discipline in schools\*](#) (February 2014);

### **Aims of the Pupil Behaviour Policy**

- To show how the School develops, encourages, celebrates and models good behaviour.
- To define the roles and responsibilities of staff in rewarding good and sanctioning bad behaviour.
- To outline what constitutes good and bad behaviour.
- To state the School's rewards for good behaviour and sanctions for bad behaviour.
- To state the School's policy for major breaches of discipline.
- To state the School's suspension, exclusion and appeal policy.

### **Our mission**

The school's approach to behaviour management has as its root its mission statement:

*"Aim for the higher gifts with joyfulness and kindness"*

This informs the tone the school aims to set for its pupils and the atmosphere each and every staff member seeks to create. We believe that pupils respond well to positive encouragement and can be inspired by our school's Catholic ethos to treat those around them with kindness, dignity and, wherever possible, levity and joy.

### **Good behaviour strategy**

The School encourages good behaviour in three ways:

1. The School's Catholic ethos and promotion of the Gospel's teaching on behaviour.
  2. High academic standards and a culture of achievement.
  3. Excellent relationships between staff and boys and staff and parents.
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1. St Philip's is a Catholic school and encourages its pupils learn what good behaviour is. We aim to develop each pupil's potential to enable each one to discover and respond to God in his life. Every pupil must feel personally cared for, and knows what is expected of him, not only academically but personally within school. He should be inspired to always set an example and feel confident in understanding school procedures.
  2. At St Philip's we believe that well-motivated, happier, stimulated boys who believe that they are succeeding, are far less likely to misbehave. To this end, boys are awarded house points and personal credits to affirm their academic progress, effort and achievements. They are also awarded school colours for sports, music, art and drama so that they feel that their specific extra-curricular talents are nurtured and rewarded.
  3. The third way that the School encourages good behaviour is by building excellent positive relationships between staff and boys and between staff and parents. Teachers, and all staff at

the School, have a vital role in modelling good behaviour from which the pupils may learn. Pupils nominate one another for commendations, which are received in public in weekly assemblies. Teachers may nominate boys in the same way. These recognise acts of kindness, thoughtfulness, helpfulness, courage, determination, etc.

## **REWARDS AND SANCTIONS POLICY**

The School's rewards and sanctions are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. The Deputy Head Pastoral is responsible for the day-to-day management of behaviour of boys in the School.

### **Rewarding particularly good behaviour – the house point system**

The purpose of the house point system is to record and reward good conduct or attainment, academic or otherwise.

Behaviour seen by staff, or other pupils, can be nominated and read out during assemblies. Nominated pupils will stand up and have their positive behaviour read out to the whole school. Boys will be encouraged to clap in congratulating the boys nominated. Boys put forward will receive two house points from the Deputy Head Pastoral.

House points (with individual credits) are to be awarded for good behaviour in the following categories:

<b>Academic</b>	<b>Behavioural</b>	<b>Organisational</b>
<ul style="list-style-type: none"> <li>● Contributions to teaching and learning in class</li> <li>● Effort, improvement, or achievement in academic work</li> </ul>	<ul style="list-style-type: none"> <li>● Setting an example in and around the School</li> <li>● Generosity, helpfulness or kindness</li> <li>● Time-keeping/ punctuality</li> <li>● Contribution to form, House, or to the School</li> <li>● Contribution to music, games or extra-curricular life</li> </ul>	<ul style="list-style-type: none"> <li>● Consistency in completing and submitting work</li> <li>● Personal presentation</li> <li>● Tidiness</li> </ul>

Please note that these are merely examples and this is not an exhaustive list.

### **Recording house points**

- House points are recorded in the pupil's prep diary on the day issued, stating who awarded the house point. They are then entered into the house points spreadsheet on the School intranet.

### **Rewards for house points, weekly**

- Form teachers may develop their own approaches to reward house points on a weekly basis. Small prizes could be given to the boy with the most house points, or to the boy who has made the greatest improvement.
- Teams within the form could be established in a house point competition.
- Certificates may be awarded for boys achieving a certain number of house points in a week.

### **House point star badges**

- Boys gain a star badge from the Head Master to celebrate passing certain milestones each year:
  - 100 house points - star 1
  - 200 house points - star 2
  - 300 house points - star 3

with the aim of collecting three stars to replicate the Three Stars of St Philip Neri.

### **House Colours**

- Boys gain House Colours from the Head Master to celebrate passing 400 house points

### **Termly**

- The form group with the highest average receives a celebratory tea with their Form teacher.

### **Annually**

- The boy with the most house points receives a prize from the Head Master.
- The House with the most house points wins the House Cup.

### **Head Master's Credits – rewarding excellent or academic work**

- Any teacher can put forward a boy for a Head Master's Credit. This is an award for a particularly good or encouraging piece of work (e.g. musical composition, science project, piece of artwork). A list of Head Master's Credits in the weekly newsletter.

### **EYFS to Form 2 – additions**

- Pupils in Reception to Form 2 will also collect house points, though the EYFS Lead and Forms 1 and 2 Form Teachers may develop a rewards system suitable to pupils in those classes as an addition but not a replacement to this rewards system.

### **Sanctioning poor behaviour – the minus system**

The purpose of the minus system is to monitor, record and sanction poor behaviour, that fails to follow the schools Catholic ethos.

#### **The School will not tolerate**

1. Persistent/egregious disruption of any lesson
2. Displays of disrespect to adults
3. Unkindness to other pupils

Minuses are issued for various misdemeanours in the following categories:

<b>Academic</b>	<b>Behavioural</b>	<b>Organisational</b>
<ul style="list-style-type: none"><li>● Persistent or egregious disruption of teaching and learning</li><li>● Failure to hand in complete prep</li><li>● Unsatisfactory effort</li></ul>	<ul style="list-style-type: none"><li>● Selfishness, rudeness or unkindness</li><li>● Foul language</li><li>● Chatting excessively in lessons</li><li>● Poor time-keeping</li><li>● Chewing or eating in class</li><li>● Rough or harmful play</li><li>● Being out of bounds</li><li>● Littering</li></ul>	<ul style="list-style-type: none"><li>● Failure to bring necessary books and equipment to class</li><li>● Incorrect School uniform</li><li>● Persistently untidy desk</li></ul>

Please note that these are merely examples and this is not an exhaustive list. Teachers professional judgement can also be used in recording bad behaviour.

If appropriate, especially in terms of behaviour in the classroom, boys should be given a warning before receiving a minus. Minuses are recorded in the School's iSAMS system on the day of the misdemeanour and written into the pupils prep diary – parents are expected to initial their son's minus point, with the intention of encouraging pupils to take responsibility for their actions. Teachers will endeavour to be consistent and clear with their warnings and sanctions. Form tutors are responsible for overseeing the pupils in their groups and reporting ongoing or more serious issues to the Deputy Head.

#### **In the case of any of the above, a teacher may choose to**

1. Issue a minus point
2. Issue a minus point and a break detention
3. Issue a minus point and consult with the Deputy Head Pastoral on whether a full after-school detention would be appropriate.

### **Break detention and full detention**

In cases where the teacher considers that a minus point has not led to a short-term improvement in behaviour – or in cases where the teacher considers the misdemeanour to be serious enough – a pupil may be subject to a break time detention. Break time detentions may last up to 25 minutes. The detentions will be overseen by the Deputy Head Pastoral. All pupils will have the opportunity to use the toilet and go outside to eat a snack during break time detention. Parents will be informed, by the end of the school day, of the facts.

In cases where the teacher considers that misbehaviour is serious enough to warrant it, in consultation with the Deputy Head Pastoral, a pupil may be subject to a full detention. Full detentions may last up to one hour and will take place from 4.00pm, supervised by the Deputy Head Pastoral. Full detentions may also be issued with a persistent recording of minus points over a period of time. Parents will be informed in writing at least 24 hours in advance.

### **Saturday detention**

Actions and behaviours deemed to be very serious (including those that threaten or purposefully endanger others) may result in a Saturday detention or higher sanction (see below).

- Saturday detentions will be served on the Saturday of the following week from 10.15 am – 11.45 am, with two members of staff.
- Parents will be notified via phone and/or email if their son is expected to attend Saturday morning detention.

### **Internal suspension**

- Three detentions in a half-term, or four detentions in a term, results in an internal suspension.
- In an internal suspension, boys will complete work in isolation for a day, supervised by staff.
- Parents will be of all detentions prior to internal suspension. Parents will be notified via phone call if their son has received an internal suspension, and followed up in writing via email.
- Parents will also be invited to attend a meeting with the Deputy Head and their son's form teacher once the internal suspension has been completed to discuss appropriate behaviour management strategies. Boys may be placed on a behavioural report card as one of these strategies.

### **Report cards**

We believe in giving boys responsibility for their own actions and attempts to improve their own behaviour. In this spirit the Deputy Head Pastoral, in consultation with the parents, teachers and pupil, may place a boy on a report card containing a list of targets to improve behaviour. The boy should present this to each teacher at the end of each lesson to initial against their targets. It must be signed at the end of each day by the boy's parents.

### **Major breaches of discipline**

In cases of major breaches of discipline, the following procedure will be followed. Please note that these are merely examples and this is not an exhaustive list.

Disciplinary breach	Range of sanctions includes
<p><b>Aggressive, abusive or threatening verbal behaviour</b>, in the form of</p> <ul style="list-style-type: none"> <li>● comments</li> <li>● facial expressions</li> <li>● bodily gestures</li> <li>● chanting or abusive singing intended to cause unhappiness, fear or distress</li> </ul>	<ul style="list-style-type: none"> <li>● Detention</li> <li>● Letter of apology</li> <li>● Boy sent home</li> <li>● Suspension</li> </ul>
<p><b>Aggressive physical behaviour</b> any physical act or gesture that is intended to cause genuine pain or injury</p>	<ul style="list-style-type: none"> <li>● Boy sent home</li> <li>● Suspension</li> </ul>
<p><b>Rudeness to staff</b> any spoken or written comment that is intended to be offensive or disrespectful</p>	<ul style="list-style-type: none"> <li>● Detention</li> <li>● Boy sent home</li> <li>● Suspension</li> </ul>
<p><b>Vandalism</b> any act that deliberately damages any building or contents of the Cathedral complex</p>	<ul style="list-style-type: none"> <li>● Detention</li> <li>● Letter of apology</li> <li>● Boy sent home</li> <li>● Suspension</li> </ul>
<p><b>Theft</b></p>	<ul style="list-style-type: none"> <li>● Boy sent home</li> <li>● Suspension</li> <li>● Invitation to withdraw</li> <li>● Expulsion</li> </ul>
<p><b>Persistent aggressive, abusive or disruptive behaviour</b></p>	<ul style="list-style-type: none"> <li>● <i>Step 1:</i> Suspension</li> <li>● <i>Step 2:</i> Invitation to withdraw</li> <li>● <i>Step 3:</i> Expulsion</li> </ul>

<b>Bullying</b>	<ul style="list-style-type: none"> <li>● Warning</li> <li>● Detention</li> <li>● Parents informed</li> <li>● Suspension</li> <li>● Expulsion (for persistent or grave offences)</li> </ul>
<b>Bringing illegal substances on to the premises (including alcohol and tobacco)</b>	<ul style="list-style-type: none"> <li>● Suspension</li> <li>● Invitation to withdraw</li> <li>● Expulsion (in grave cases)</li> </ul>

All pupils should continue to adhere to the aims outlined in the pupil behaviour policy and the pupil code of conduct outlined in the school prep diary when working online.

### **Online learning**

When interacting with other pupils and staff online, pupils should always be kind and respectful to each other and respectful and obedient to staff. Any inappropriate comments to peers or staff online, via Microsoft Teams, via email or any other online platform will be taken seriously.

When interacting with teachers online , pupils should be aware of the following:

- Pupils' behaviour and comments should be exemplary, reflecting how they would behave in a lesson in School.
- Pupils should address teachers and refer to peers as they would do in a classroom setting.
- If any pupils behaves inappropriately in what they say or write, they are likely to be referred to the Deputy Head Pastoral.

### **Sanctions**

In the unfortunate event of misbehaviour, the same procedures and sanctions will be followed as mentioned in this document.

### **Individual Behaviour Plans (IBP)**

Following a major sanction, the Deputy Head may set an Individual Behaviour Plan (IBP), formed at a meeting of relevant members of staff, parents and/or experts.

### **Reporting major breaches of discipline**

Any major breach of School discipline must be recorded either via a clearly titled email to the Deputy Head and Head Master.



The Deputy Head will speak to the boy(s) involved, research any incident and then take appropriate action.

The Deputy Head will keep a clear record of all major breaches of discipline, placing a copy of the incident and action taken in the boy's file and logging the event on iSAMS.

### **Pupils returning to School**

Any boy sent home and/or receiving an external suspension may be required to return to School accompanied by his parent(s)/carer/guardian for a meeting with the Deputy Head and/or Head Master.

Boys who have been sent home may be placed on a behaviour report card for a period.

### **Corporal punishment**

The School completely rejects the use of corporal punishment to deal with disciplinary matters.

### **Restraint and the use of force**

All members of staff at the School have a legal power to use reasonable force on boys when a need arises according to their professional judgement. This applies also to people whom the Head Master has temporarily put in charge of boys such as unpaid volunteers or parents accompanying students on a School organised visit.

Reasonable force can be used to restrain or control boys in order to prevent boys from hurting themselves or others; prevent boys from damaging property; or to prevent boys from causing disorder. In deciding if reasonable force is necessary, all staff, volunteers or parents in a position of responsibility should consider:

- the boy's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the boy or member of staff;
- the boy's age.

When using force, staff must always make reasonable adjustments for disabled children and children with special educational needs (SEN).

If a member of staff has had to use reasonable force on a boy, the Head Master and DSL must be informed immediately. The Head Master will make a written note of the incident and the reasons for the decision to use force, and place that note on the file of the pupil concerned as well as entering the event on the Use of Reasonable Force file. The parents of the boy concerned will be informed immediately.

### **Head Master's discretion**

The parents accept that the School will be run in accordance with the authorities delegated by the Governing Body to the Head Master. The Head Master is entitled to exercise a wide discretion in relation to the School's policies and regime and will exercise those discretions in a reasonable and lawful manner and with procedural fairness when the status of a boy is at issue.

## **SUSPENSION, EXCLUSION AND APPEAL**

The School aims to operate by consent not by imposition. If that consent is not forthcoming, in the last resort the School may ask for a boy to be removed permanently.

### **Expulsion on grounds of behaviour**

The School reserves the right to suspend a boy from School at any time in the event that his conduct or his presence has seriously damaged or is likely to damage the discipline, safety, reputation or good order of the School. Verbal and written warnings to the parents will be given, except in the case of a single unacceptable action by a boy. The final decision regarding expulsion is that of the Chair of Governors, having taken appropriate professional or other advice from whomsoever he considers suitable. For example, a boy may be expelled from the School for:

- failure to comply with School policies, after warnings and previous sanctions;
- not accepting School punishments;
- bringing illegal substances on to the School premises;
- endangering other boys or staff;
- disrupting lessons;
- being a bad influence on other boys;
- failing to perform adequately in his academic or musical work after warnings;
- gross rudeness to members of staff or other employees of the School;
- parental failure to disclose all known facts about the boy, including Special Educational Needs, or previous suspensions, expulsions, exclusions or major disciplinary incidents, either at application stage or at any stage thereafter;
- theft;
- bullying.

If the parents, after consultation, still disagree with the decision to expel the boy they should write within two weeks of receiving the letter of expulsion to:

Mr John Dean  
Chairman of the Governing Body  
c/o St Philip's School  
6 Wetherby Place  
London  
SW7 4NE

The Chair of Governors will then convene a committee of Governors who have not participated in the above decision to hear their concerns. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation is not appropriate. The above committee will either confirm the decision on expulsion or suggest an alternative sanction. The committee's decision will be final.

### **Flexibility clause**

The parents accept that the School will be run in accordance with the authorities delegated by the Governing Body to the Head Master. The Head Master is entitled to exercise a wide discretion in relation to the School's policies, rules and regime and will exercise those discretions in a reasonable and lawful manner and with procedural fairness when the status of a boy is at issue.

## Incident Report Form

Pupil Name .....	Date .....
Form Group .....	Member of Staff .....

Details of Incident (use reverse if necessary)

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Action Taken (Sanctions Awarded)

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## ICT CODE OF CONDUCT

The ICT systems are owned by the School: they may be used by pupils to further their education and by staff to enhance their professional activities including teaching, research, administration and management. The School's ICT code of conduct is intended to protect all parties – the boys, the staff and the School.

The School reserves the right to examine or delete any files that may be held on its computer system and will, on a regular basis, monitor internet sites visited. The School uses an internet service provider offering filtered access.

Boys requesting ICT access should have parental consent confirming that they understand their responsibilities and will abide by the following code of conduct.

- All internet activity should be relevant and appropriate to the boy's education.
- Access should only be made via the authorised password, which should not be made available to any other person.
- Activity which threatens the integrity of the school ICT systems, or activity which attacks or corrupts other systems, is strictly forbidden.
- Use of school ICT systems for personal financial gain, gambling, political purpose or advertising is strictly forbidden.
- Copyright of materials must be respected; if information is obtained from the internet, any directly quoted material must be clearly specified and its source listed in the bibliography.
- 'Chat-lines' must not be used.
- Use of the network to access inappropriate material such as pornographic, racist or offensive material is strictly forbidden.
- Users must exercise discernment and report inappropriate material.
- Users must understand that the network will be monitored constantly and any infringement will be reported to the Head Master or Deputy Head.
- Users contravening these guidelines will immediately be removed from the network and be subject to either the School's pupil behaviour policy or staff disciplinary procedure.

### **Parent – Pupil – School agreement**

My son and I have read the ICT code of conduct and agree to follow it, using the ICT facilities appropriately for educational purposes.

Full name of pupil  
(PRINT CLEARLY)

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Pupil signature

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Name of Parent/Guardian  
(PRINT CLEARLY)

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Parent/Guardian signature

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Date

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