



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

SENIOR SCHOOL BEHAVIOUR POLICY

INTRODUCTION

This policy should be read in conjunction with the school's SAFEGUARDING policy.

When reading this policy it is important to think of the Code of Honour and the values that form part of the school's mission statement. This policy should be read in conjunction with the Senior School Behaviour procedures.

St. Paul's Code of Honour: As a Paulean I strive to be:

Honest

Respectful

Trustworthy

Hardworking

Find

The values which form the base of the community and the qualities and characteristics which we aim to engender in all members of the school are: to show, respect, to be honest, to have integrity, to be collaborative, to be thinkers, to become independent learners, to develop a sense of self-worth, to be open minded, to be resilient and to be caring (IB learner profile).

In the Senior School, its pupils and their parents should feel confident that the aims, attitudes, expectations and values of the school and the home are in harmony and that there is a covenant of obligation and respect between all three parties. Trust and responsibility are central to the relationship.

Pupils are expected to meet the expectations under which they are admitted to the School, keep the rules and regulations, show a proper regard at all times for the high standards and reputation for St. Paul's School, maintain a smart appearance and in general to behave decently and with good sense. They are expected to behave in an orderly, civilised and well-mannered way at all times, both in and out of school, showing proper courtesy and respect for others and not to behave in a way that might cause inconvenience or put at risk the health and safety of others, or cause damage to property.

Maintaining the highest standards of behaviour and discipline and ensuring that pupils meet the expectations of the school in this respect is the responsibility of all members of staff. It is particularly important that seemingly small matters of ill-discipline, as well as the more blatant and serious matters, be dealt with firmly and effectively at the time. It is very much a matter of 'look after the pennies and the pounds will look after themselves'. Continually warning an

individual pupil or classes is likely to undermine the discipline of the class and of the school generally. We must expect and demand high standards of behaviour and good manners at all times.

A teacher who has difficulty with a pupil in class or with a particular class should seek the advice of his or her head of department or the relevant tutor. Ideally, we would like more persistent offenders in terms of silly behaviour, poor uniform (including excessively short skirts), incomplete homework and punctuality to move up the chain starting with the tutor. In this way tutors can resolve problems constructively, whilst offences gather weight by repetition and the commensurate escalation of punishment. The pupils can perceive this by the level at which it is being dealt.

Teachers all have a collective responsibility to correct behaviour outside of the classroom. This can be done gently or even with humour, but the more people who note something the more it will register with our pupils. This is particularly when walking around the school.

An aim of the school is to provide a positive learning environment that recognises the rights and responsibilities of all its members. In doing so, it is important to recognise and correct those pupils who model unacceptable behaviour. The School has a process of pupil discipline and communication based on a system that recognises different levels of unacceptable behaviour.

HOW WE MANAGE BEHAVIOUR AT ST. PAUL'S

At St. Paul's, our key purpose is to nurture the academic and personal well-being and success of all pupils. In order to achieve this, we have a set of guidelines for all members of the community. This involves recognising and rewarding positive behaviour and supporting pupils who have chosen not to follow our Golden Rules / Code of Conduct. Poor conduct has consequences which are applied fairly and consistently.

Adults at St. Paul's consistently:

- Listen hard, judge slowly and keep calm;
- Encourage positive choices and self-reflection;
- Create positive relationships between individuals and groups;
- Take responsibility for the consequences of their actions;
- Relate what we do to our core values.

Rewards:

At St. Paul's we reward good conduct and positive approaches to learning in the following ways:

- Meaningful, individualised and timely praise.
- Public recognition (through celebration assemblies, prize giving, etc.).
- An overt tangible system which rewards good behaviour (Golden Time).
- A cumulative rewards system which recognises those who go above and beyond expectations (behaviour chart and certificates).
- Communicating with home to highlight outstanding behaviour and effort (Benex, good initials, positive notes and phone calls).

Pupils who do not follow the Golden Rules or Code of Conduct are given a rule reminder as an opportunity to make a better behaviour choice.

Pupils who chose not to modify their behaviour will then be given an appropriate sanction.

Whenever behaviour disrupts the learning environment or puts the pupils' or staffs' well-being at risk, staff members will seek further support. Restorative approaches are encouraged and supported.

REWARDS

Benes (from the Latin meaning well or good)

A bene is given to a pupil who has produced work which is worthy of merit or displayed positive and praiseworthy characteristics and behaviour such as politeness and excellent effort. The number of Benes a pupil is awarded is reported to parents. Benes are also converted into house points which feed into the annual competition.

Head of year merits

These are awarded to pupils for special recognition, for instance, to pupils who have earned three or more net Benes in the same week. These are awarded by the head of year in the following week.

Awards, Commendations and Prizes

St. Paul's recognises those pupils who have demonstrated a consistently high level of effort and achievement, positive attitude, outstanding commitment, initiative and dedication to the subjects they are learning. Commendations and special prizes, along with other prizes, are formally presented at the annual prize giving event at the end of the academic year. This is done for all year groups with the exception of the Upper Sixth who instead of receiving commendations are given subject awards. Celebrating success assemblies take place once a month, recognizing pupils achievements and efforts both in and outside the school.

Prize giving

Prize giving serves as a key opportunity for the school community to come together in order to celebrate pupil achievement. It is important to try and include as many different areas of success as possible, for instance, not just academic prowess but also to give credit for effort, for achievement in a wide range of pursuits, (sport, community service, etc.) and to recognise the contribution made to school life in general.

SANCTIONS

Pupils who do not keep the rules and expectations may be punished by: the withdrawal of privileges; the setting of a written punishment in the form of exercises or tasks; detention after school or on a Saturday morning; establishing a home-School agreement or, in very extreme cases, by temporary or permanent exclusion from the school for very serious offences.

For Information

Strictly speaking this is not a sanction but a tool used for teachers to communicate pieces of information on an individual pupil to each other. They are also used to provide records on pupils. Warnings and alos of meetings can be recorded here.

Non satis

Non satis are awarded for minor acts of misconduct and can be issued by all teachers via iSAMS. The pupil, his/her tutor and his/her head of year will receive a notification when they have been issued with a Non satis. Three Non Satis in one school week will escalate to an after school detention.

Detention

To ensure clear boundaries are set and provide time for reflection, pupils may be asked to attend a detention outside of normal school hours. The length, and time set is dependent on the act that has led to the detention.

After school detention (ASD)

Every Tuesday (3.25 – 4.10pm), given for poor punctuality and poor behaviour.

Homework detention

Every Friday (3.25 – 4.10pm), given to pupils for failing to complete homework.

Saturday detention

From 10.00 until 12.00 noon on a Saturday (usually once every two weeks), given for serious misconduct or an accumulation of lates or ASDs.

Saturday coursework detention (sixth form only)

When pupils fail to hand in coursework for more than two weeks, they are assigned a Saturday coursework detention, to complete the outstanding work.

Lunch pass confiscation (sixth form)

When pupils do not meet deadlines on Managebac, they have their lunch passes confiscated until they submit the work.

Home School Agreements

A pupil may be required to sign and commit to a Home School Agreement in serious cases of misconduct.

Referring pupils and sending out of class

Pupils should only be sent out of class in very exceptional circumstances. Normally, a pupil should only be sent out of class if an offence is very serious, the misconduct needs to be dealt with immediately or their continued presence would seriously undermine the authority of the teacher or the progress of the lesson.

Serious offences

The school has a zero tolerance approach to drugs, alcohol, smoking, weapons, theft, sexual behaviour, serious, sustained bullying and violence. Any pupil who engages in any of these should expect to lose their place in the school.

Temporary (fixed-term) exclusion

A fixed-term exclusion may result from a serious breach of the school's behaviour policy. It may be a first offence or persistent disruptive behaviour but does not warrant permanent exclusion.

Permanent exclusion

Permanent exclusion is an extremely serious sanction, and a step taken by the school only as an absolute last resort. In most cases, permanent exclusion will be used only after various alternative strategies have been tried to improve behaviour but have been unsuccessful.

It may be necessary for the school to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the Board of Governors to ensure that they are justified and fair.

British Schools Overseas (BSO) Standards

This policy has been written in the context of the UK Government's BSO standards and should be read together with the information available on our school website at www.stpauls.br

Policy review

This policy is to be reviewed, at least annually by the Compliance Committee and leadership of the school and presented to the Board of Governors for final consideration and approval.

Approved by the Board of Governors