



St. Paul's School

St. Paul's Junior School Behaviour Policy

Created May 2020 and Reviewed November 2024

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Mission Statement

St Paul's School provides a high quality British and Brazilian holistic education, for the personal and academic development of pupils and students, within a framework of a caring, inclusive, and united community. We share the core values of Aspiration, Adventure, Resilience, Responsibility, Inclusion and above all Kindness.



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Introduction

At St. Paul's, we want to create warm, responsive and caring relationships where pupils' voices are valued so that they thrive socially, emotionally, as well as academically. We are a hardworking school and expect high standards from our pupils in terms of learning and behaviour.

Our Behaviour Policy brings together our School Values and the CASEL SEL Framework to help guide our pupils as they develop and learn. Our priority is to create and maintain an environment where our pupils can thrive and flourish academically, socially and emotionally. We want everyone at St Paul's to feel safe and to make our community safe and welcoming.

This policy explains what we expect of pupils, the ways in which we work to achieve our aims, how we act when things go wrong, and the partnership needed between home and school if we are to be successful. This policy is also aligned with our [Safeguarding Policy](#) and our [Anti-Bullying Policy](#).

School Values

We value the following characteristics in our pupils:

Adventure
Aspiration
Inclusion
Kindness
Resilience
Responsibility

Expected behaviour and positive behaviour management are essential if effective teaching and learning are to take place. Positive relationships with all members of our school community are important, therefore pupils, parents, teachers and the board will all have contributed to this behaviour policy.

Social and Emotional Learning (SEL)

We use the CASEL Framework to help pupils with social and emotional development and to underpin the behaviour choices they make. CASEL stands for Collaborative for Academic, Social, and Emotional Learning and it is a non-profit organisation that has partnerships across the USA and an audience around the globe, making evidence-based social and emotional learning an integral part of education from early years through senior school. You can learn more about it on their website: <https://casel.org/>.



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Aims of this Behaviour Policy

- To establish high and clear expectations of all members of the school community.
- To ensure that the policy is understood and implemented fairly and consistently by staff, parents and pupils.
- To guide all pupils towards developing a positive attitude to learning.
- To develop in pupils an awareness of their own feelings and an acknowledgement that their actions and words have consequences that affect others.
- To teach pupils to take responsibility for their behaviour, make expected choices and to learn self-control.
- To support a school community that is kind, inclusive, polite, considerate, resilient and respectful towards others.
- To highlight the role of adults in supporting pupils to manage their own conflicts positively.
- To develop positive relationships through a restorative approach, which promotes self-esteem, self-control and respect for others.
- To help pupils develop confidence and independence through trust and healthy relationships.
- To involve parents in all aspects of school life including their pupils' behaviour.

Developing Positive Behaviour – Our Principles

- Pupils are learners and they need to be guided and supported to understand the consequences of their behaviour choices and actions.



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- Pupils learn best when expectations of their learning and behaviour are high, and the consequences of their actions are made clear and applied consistently by adults.
- Pupils learn best in an organised and ordered environment.
- Celebrating positive behaviour choices improves learning, self-esteem and wellbeing.
- Pupils need to be intrinsically motivated to make expected choices about their behaviour.
- Pupils' self-esteem is enhanced when they can recognise and feel proud of their successes.
- Supporting pupils to build high quality relationships and manage conflicts positively when they arise is a priority if we are to maintain high levels of wellbeing.
- We are all happier and unexpected behaviour choices are fewer when relationships are positive and strong.
- At St. Paul's, we believe in helping pupils to understand their feelings and encourage them to think about their behaviour as a choice and to learn self-control. Everyone should learn to take responsibility for their own choices and understand how their actions affect others. Every individual is responsible for their own behaviour.
- We know that there is always a reason behind an unexpected behaviour choice and each pupil needs to be listened to, understood and supported individually.
- Behaviour is a form of communication, and it is vital that all pupils and their actions are understood and responded to appropriately.
- Behaviour is complex and this policy applies as much to our pupils' behaviour as it does to the behaviour of the adults that support them.

We understand that behaviour for learning is something that we need to teach, model and reinforce explicitly throughout the Junior School. Therefore, this policy links to many aspects of our Junior School curriculum and approach to teaching and learning.

Home-School Partnership

Positive behaviour emerges from a strong partnership between pupils, parents and school. This relationship is collaborative and mutually respectful. We expect to work with the whole family to celebrate expected behaviour and to intervene where pupils are making unexpected behaviour choices.



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Effective parental engagement happens largely at home and should support St. Paul's School Values. We ask all Junior School parents to review the behaviour policy at the start of every year and sign the [Junior School Behaviour Guidelines](#) on St. Paul's School App.

Celebrating Positive Behaviour Choices

Most pupils at St. Paul's react positively to clear and consistent boundaries. When reminded of these, they behave well and respond to the encouragement and the positive behaviour management strategies of their teachers and other adults across the school.

It is important that all staff consistently use **positive behaviour management** strategies and celebrate expected behaviour choices. We want pupils to understand how behaviour and learning are connected.

We aim to create an ethos where pupils' strengths and expected behaviour are continually acknowledged, demonstrated and reinforced in several ways.

Expected Behaviour – Pupils

- To care about others.
- To be polite – to teachers, support staff, other pupils and visitors – and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and assemblies.
- To listen to each other and consider each other's feelings.
- To walk about the school quietly and calmly.
- To take a positive role in all classroom activities and try as hard as they can.
- To take turns when speaking to others.
- To value each other's work.
- To work and play co-operatively with each other.
- To include a wide circle of friends and never purposely exclude others from their friendships or play.
- To tell the truth, take responsibility for their own behaviour and not to make excuses.
- To be open to a solution or consequence if they have had a negative impact on others – not to argue or to get angry with the person sorting it out.
- To be able to say sorry when they have made an unexpected choice or hurt someone and to understand that this word signals a change in behaviour and mood.
- To care for the school and its equipment and to report any damage they see.



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- To feel responsible for giving a good impression of themselves and the school both within and outside of the school.
- To agree on a set of classroom expectations (class agreement or contract) at the beginning of the year and try to always follow them.

Expected Behaviour – Staff

- To listen to them and hear their point of view.
- To be polite and to address them in a calm tone of voice.
- To acknowledge and give them specific praise when they are making expected behaviour and learning choices.
- To value all aspects of their learning and achievements.
- To celebrate and share when attitudes to learning are strong, effort is being made and improvements in attitude to learning are seen (through certificates, notes and phone calls home).
- To be fair and consistent when they have made unexpected choices.
- To ensure that their environment is safe.
- To talk to them about things that go wrong; to help them understand why some of their choices were unhelpful and why we have high expectations of behaviour.
- To handle any unexpected behaviour issues sensitively and immediately.
- To create a positive environment in the classroom and playground.
- To be in charge and maintain a positive culture of learning so that everyone benefits.
- To supervise the playground and learning areas well.
- To be proactive, intervene and help to resolve conflicts before things escalate.
- To trust them and to care about them equally.
- To treat them as individuals and to take an interest in their lives.
- To see each day as a fresh start and move on once each incident has been resolved.

Resolving Conflicts Positively

Pupils will have conflicts and disagreements in school, and it is important that we help them to manage disagreements in a safe way. At St. Paul's, we remind our pupils of our essential agreements across the Junior School.



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Use Your Words

We want pupils to learn to speak up for themselves, to learn how to explain their feelings and reasons and to understand the consequences of their behaviour choices.

Listen to Others

There is always more than one side to every story. Problems can be solved when people listen to each other and work on a solution.

Keep Your Hands and Feet to Yourself

We are committed to showing pupils that there are other ways of resolving conflicts and arguments and that they must learn to get things in proportion and not to retaliate. Hitting someone because they accidentally knocked into you or took the object that you were using or playing with is not acceptable.

Don't Fight

It is not alright to fight and hurt somebody else either verbally or physically. Fighting and using physical force and hurtful words in a disagreement is not acceptable. We ask pupils to use their words to solve their conflicts and if this doesn't help to stop the argument, to look for an adult to help before tempers are lost.

Speak Up

Adults in the school are here to help manage conflicts positively where necessary. We ask everyone in the school community to let us know if they have seen something that concerns them or if they are being bullied or upset. Pupils must tell an adult so something can be done.

Pupils will make mistakes and unexpected choices. They learn by experimenting with actions, watching people around them and with the help of calm, responsive adults who they trust to help them when things go wrong. Like with all aspects of learning, pupils will learn from their mistakes, from the positive choices made by their peers and from the support of the adults around them.

When a pupil makes an unexpected behaviour choice, it is important to manage this in a sensitive and timely way and that there is a dialogue with the pupil that helps them to understand how their unexpected choice has impacted negatively on themselves and others. This conversation between pupils and staff is part of a restorative approach to rebuild relationships following conflict.



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Separating the behaviour choice from the pupil ensures that we support them when they make a mistake and help them work through their choices and conflicts. Conversations should revolve around the choice that pupils have made and the impact of that choice. This helps to preserve positive relationships and the pupil's self-esteem.

It is important that pupils understand that they need to learn to manage their own behaviour. Therefore, we use language which is explicit and transfers the responsibility for the action to the pupil. Using the language of choice enables the pupil to be responsible for their behaviour. Expected choices are positively reinforced and unexpected choices have negative consequences.

Through restorative conversations we acknowledge the causes, and the emotions involved when pupils make unexpected choices. Ultimately, we remind pupils that behaviour choices are their own, and their actions are their own responsibility. Therefore, it is their responsibility to repair the harm done and to begin to rebuild their relationships with others.

Managing Persistent Unexpected Behaviour Choices

Class teachers monitor persistent unexpected behaviour just like they monitor pupils' progress or misconceptions in their academic development. Monitoring patterns of unexpected behaviour helps us to identify triggers and understand the kind of support that needs to be put in place.

For repeated incidents, where conversations about the impact of unexpected behaviour choices have not brought about any improvement, a member of the Junior School Leadership Team and or the Schoolwide Pastoral Team will be involved in supporting the class teacher in developing strategies to support the pupil.

If unexpected behaviour choices continue and there is little evidence that a pupil is responding to the measures in place to support them at school, meetings will be arranged involving a member of the Junior School Leadership Team (JLT), the class teacher **and parents** so that an **Individual Behaviour Plan** (IBP) can be agreed upon by all. We recognise that pupils are unique individuals and therefore we work closely with parents to create a personalised plan that is suitable for the pupil's age and stage of understanding. Where appropriate, pupils are also involved in the development and self-assessment of their individual behaviour plans. IBPs will usually be in place for several weeks to monitor positive expected behaviour choices.



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Serious Behaviour Concerns

It is our priority to keep pupils and staff safe and secure in school, and that pupils are well supervised in and out of lessons. Their wellbeing is paramount.

There is no place at St. Paul's for behaviours which put other pupils at risk of physical or emotional harm. These behaviours are considered serious and will not be tolerated:

- Physical violence towards staff or pupils
- Bullying behaviours
- Offensive language
- Harassment (racial, sexual or other)
- Vandalism

When a serious behaviour incident takes place, the incident must be reported to the Junior School Leadership Team and followed up on immediately.

The parents of any pupils involved in a serious behaviour incident will be informed on the same day, in person, or by a telephone call made by their class teacher or a member of the Junior School Leadership Team.

The consequences of a serious behaviour concern will be decided by the school following a thorough investigation of the incident. The next available school day, the pupil will have a meeting with the parents and a member of the JLT, to reflect on the incident and plan for next steps. This will give pupils the opportunity to reflect, take responsibility for their own actions and suggest ways to find a positive way forward.

Where incidents cannot be resolved through restorative practice then additional consequences will be decided on an individual case by case basis and may include:

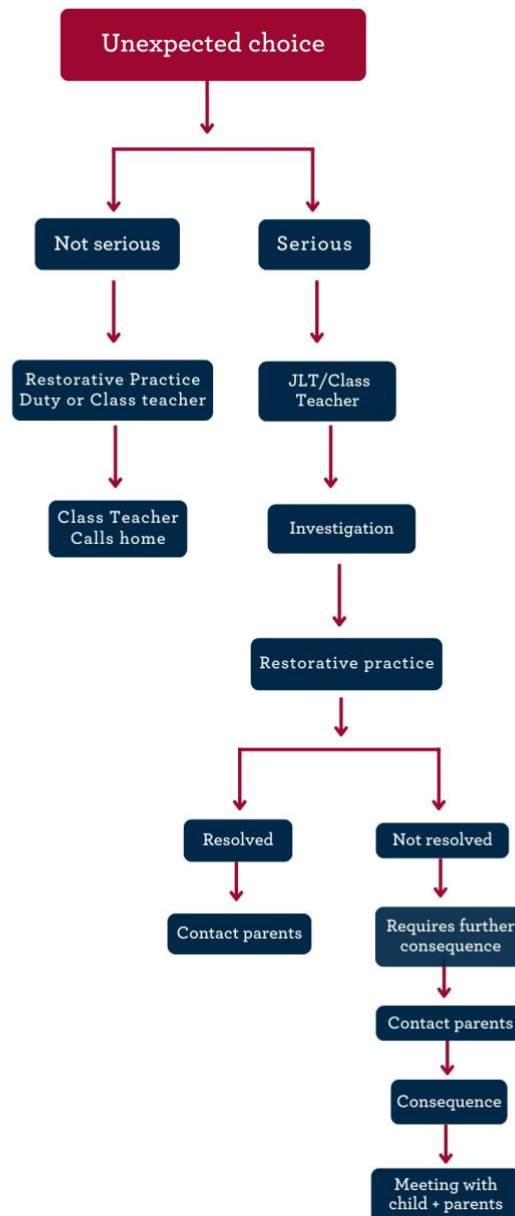
- Missing break and/or lunchtime play to ensure everyone's safety.
- Writing a letter or card of apology to adults and pupils involved in the incident.
- Replacing an item that has been broken.
- Finishing work at break time or during open learning that has been missed during serious unexpected behaviour choices during class time.
- Removal from after school clubs and societies to ensure everyone's safety and wellbeing.
- Missing school trips.
- Working outside the classroom (partial or whole-day internal suspension).
- Staying at home (external suspension).



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- Permanent exclusion.

Here is a flowchart showing the steps taken to resolve an unexpected behaviour choice:



All serious behaviour incidents will be recorded and reviewed weekly by the Junior School Leadership Team to monitor issues and trends to proactively support expected behaviour across the school.

In the rare case of repeated aggressive, dangerous or socially unacceptable behaviour, pupils may be asked to stay at home for some time. If such a case occurs, it will always be handled sensitively on an individual basis to consider each pupil's



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circumstances (including the pupil's response to our previous strategies and the level of support we are receiving from parents).

Pupils may be given a temporary exclusion (suspension) from lessons or school to keep the pupil and others safe whilst arrangements are made for their safe reintegration to school.

Following an internal or external suspension, a meeting must occur including parents, a member of JLT and the pupil before the pupil rejoins their class. This is important to reiterate the joined efforts and partnership between school and home and to ensure a successful reintegration.

British Schools Overseas (BSO) Standards

This policy has been written to meet the requirement of Part 3 of the UK Government's BSO standards regarding the promotion of welfare, health and safety for pupils, particularly 3.4.

Policy review

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

Signed:

Philip Reade, Chairman

Titus Edge, Headmaster