St. Paul's School

St. Paul's Senior School Behaviour Policy
Reviewed May 2025
Executive, SLT

Mission Statement

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

INTRODUCTION

Our Behaviour Policy brings together our School Values, our Code of Honour, our Lion Learning Habits 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 secure and to make our community safe and welcoming.

This policy is informed by our Safeguarding Policy and We Care, our strategy for active support of mental health throughout the school community.

School values

We value the following characteristics in our pupils: adventure, aspiration, Inclusion, kindness, resilience and responsibility.
Our **Lion Learning** Habits; I discover, I take ownership, I collaborate, and I persevere, reflect these characteristics.
We also expect all pupils to abide by the St. Paul's Senior School **Code of Honour** which stipulates that as Pauleans we *strive to be* honest, respectful, trustworthy, hardworking and kind.

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. At St Paul's, Social and Emotional Learning (SEL) means equipping pupils with the skills to manage emotions, build positive relationships, and make responsible decisions.

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You can learn more about CASEL at www.casel.org.

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 good behaviour and to intervene where pupils are making poor behaviour choices.

As detailed in our Home-school agreement section 6.3[1], effective parental engagement happens largely at home and should support School Values and our Code of Honour.

What we expect of pupils

Pupils are admitted to St. Paul's in the expectation that they will:

- Follow all school rules and regulations
- Behave in accordance with school values and the Code of Honour
- Show proper courtesy and respect for others, in and out of school
- Avoid harming others physically or emotionally
- Respect property, including school, personal and that which belongs to others.

These expectations include active engagement and participation in formal and informal school activities.

What we expect of staff

Our aim is to provide a positive learning environment that recognises the rights and responsibilities of all its members.

[1] See Appendix 1

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Every member of staff at St Paul's contributes to nurturing our culture of kindness, respect, tolerance and safety in a range of ways:

- Creating a classroom culture of high expectations and courtesy
- Ensuring that pupils abide by school rules
- Dealing firmly with low-level discipline issues
- Celebrating with colleagues and parents where pupils are demonstrating excellent behaviour
- Communicating clearly with colleagues and parents where pupils are not meeting our standards and expectations

Adults at St. Paul's consistently:

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

MANAGING BEHAVIOUR

We develop, recognize and reward positive behaviour choices in our pupils in a range of ways. For example, Benes and Head of Year Merits on a daily basis and pupils are also positively recognised in their year group and end of year assemblies.

Our Lion Learning Habits encourage pupils aspire to be lifelong and committed learners to enhance their academic and non-academic learning.

Where pupils make negative behaviour choices, we intervene, apply appropriate consequences and seek to have a restorative approach to prevent similar choices being made in the future. We expect all teachers to celebrate our pupils' successes and to reinforce positive choices and high expectations.

Wherever and whenever staff see pupils making poor behaviour choices, our expectation is that they will address this directly and immediately.

Disciplinary Process

1. All teachers intervene directly when there is any of the following:
    a. Disruption of learning in class
    b. Disrespect to peers or staff
    c. Irresponsible behaviour in corridors and public areas
    d. Incorrect uniform or appearance
    e. Incomplete homework
    f. Consistent lateness to classes
    g. Infringements of mobile phone policy
2. Where a pupil is persistently failing to meet expectations, teachers notify:
    a. Head of Department for academic issues
    b. Form tutor for pastoral issues

3. Pupils who continue to struggle with meeting school standards, in particular those which compromise the safety and wellbeing of others, should be referred to the Head of Year.
4. Initially, tutors will contact parents to notify them of persistent disciplinary issues.
5. Parents will be invited into school to meet with Tutors, the Head of Year, or members of Senior Leadership where pupil behaviour is a more serious concern.

British Schools Overseas (BSO) Standards
This policy has been written to meet the requirement of Part 3 of the UK Government's Standards for British Schools Overseas regarding the promotion of welfare, health and safety for pupils, in particular Parts 3 and 4.

Policy review
Reviewed annually and presented to the Chairman of the Board of Governors for final consideration and approval.

Approved by the Board of Governors

Philip Reade
Chairman of Board of Governors

Titus Edge
Headmaster

May 2025

Date of policy	**Previous review date**
May 2025	December 2022