



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

SENIOR SCHOOL BEHAVIOUR POLICY

Reviewed July 2015

1. INTRODUCTION

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.

St. Paul's Code of Honour: As a Paulean I strive to be: honest, respectful, trustworthy, hardworking and kind

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.

2. 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:

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.

Rewards:

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

1. Meaningful, individualized and timely praise.

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

3. HOW WE ADDRESS POOR CONDUCT:

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.

Difficult situations

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.

4. INTRODUCTION

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.

5. 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.

Teachers should inform the child they are giving them a Bene and this should be recorded in SchoolBase. The Tutor should then praise the child during registration or tutorial. The number of Benes accumulated is recorded on every grade sheet.

Head of year merits

These are awarded to pupils for special recognition, for instance, to pupils who have earned three or more Benes in the same week. These are printed on special certificates and presented to pupils by the head of year.

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.

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.

Commendations (Form 1 up to Lower Sixth) and Subject Awards (Upper Sixth)

Each academic department has outlined key aspects of what makes an excellent learner in their particular subject. The list, whilst not exhaustive, takes into account a range of qualities (such as organisation and dedication), skills, outcomes and personal goals, which, together, define an excellent learner in the subject. The list, which should be displayed in subject classrooms, offers all pupils an understanding of what is needed in order for them to perform at the highest level in each subject, as well as serving as a guide when nominating pupils for commendations and subject awards. Whilst academic excellence is an important part of the awarding of commendations, this alone is not the only measure used.

Pupils may be awarded a commendation and subject award in more than one subject. Recommendations are made at a departmental level and these are subject to ratification by the Head and the Senior Leadership Team (SLT).

Process of nominating commendations: Heads of Departments are asked to indicate up to three pupils (Lower Sixth only) for a commendation. For the Upper Sixth, Heads of Department rank the pupils 1 to 3 for the allocation of subject prizes in order of preference (1 being first preference). Please provide a reason for each allocation. Forms 1 to Form 5 are awarded book vouchers (R\$100 each). The Upper Sixth are awarded a book (R\$100). Heads of Department should contact Senior School Secretary so that she can contact *Livraria Cultura* who will recommend some titles.

The special prizes for academic effort allow those who achieve highest results to gain recognition. We have the following:

- **Award for academic achievement**
This is awarded to the three highest achieving pupils per year group based on their assessment grades.
- **Award for overall effort**
This is awarded to the three highest achieving pupils per year group based on their effort grades.

- **Award for outstanding improvement**

For each year group this is awarded to the pupil who has shown the greatest improvement over the period of the academic year.

Other special awards are given for performance, contribution and commitment made in the different aspects of school life: academic, community service, sport and participation in house events.

- **The Sir Alfred Norris Gold Medal for Academic Distinction**

This awarded to the boy and girl who achieved the highest academic performance in the Form 5 Mock Examinations. Sir Alfred Norris was a former parent, grand-parent and was former Chairman of the Board of St. Paul's School.

- **The Board of Governors Jubilee Prize for Effort, Attitude and Integrity**

This award was established in 2006 as part of the school's 80th anniversary and is given to a Form 5 and Upper Sixth and followed at the end of the year by awarding it to a single pupil from Forms 1 to 4 and the Lower Sixth.

- **The Adam S. Ross Memorial Award**

This prize is traditionally presented to the School Captain in recognition of their service to the school. Mr Ross was headmaster at St. Paul's from 1962 to 1986.

- **The M.T.M. Casey McCann Memorial Award**

This award is only announced at the Prize Giving Ceremony and is presented by the Guest of Honour to the pupil or student who has offered outstanding contribution to school life. Mr McCann was headmaster at St. Paul's from 1990 to 2000.

- **Best IGCSE results**

Awarded to the student in the L6 with the highest point score for IGCSE results from the previous academic year.

These are in addition to House Awards, Community Service and CAS Awards and awards for sports:

- **Sportswoman and Sportsman of the Year**

Awarded to an Upper Sixth Girl and Boy

- **House Awards**

One award is given per house and per year group to the pupil or student who has made the greatest contribution to the spirit of their house.

- **Community Service Award**

This awarded to the pupil who has shown the greatest contribution to the school's community services programmes in Forms 1 to 3 (Community Service Club), Form 4 and Form 5 (curriculum programmes).

- **Creativity, Action and Service Prize in the Lower Sixth**

This award recognises an outstanding commitment to the Sixth Form community service programme.

- **The Setton Award for Creativity, Action and Service in the Upper Sixth**
The award recognises an outstanding commitment to the Sixth Form community service programme.

6. SANCTIONS

Below teachers will find a useful grid to help determine what degree of misbehaviour an incident might be.

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; a head of year sanction; detention after school or on a Saturday morning; other appropriate punishments or penalties; or, in very extreme cases, by internal suspension, temporary or permanent exclusion from the school for very serious offences.

Detentions

- **Head of year sanction** – Every day for the first 15 minutes of morning break, in 319 (9.35 – 9.45am) – pupils should automatically attend if they are late for school or if a head of year has asked them to attend.
- **Lunch time detention** – Every day for the first 20 minutes of lunch break in 319 (12.25 – 12.45pm) – pupils are expected to attend for failing to attend the head of year sanction.
- **After school detention (ASD)** – Every Tuesday and Thursday in 319 (3.15 – 4.00pm) - given for poor punctuality and poor behaviour. If a pupil is given an after school detention, then it is expected that they attend this within a school week. Failure to do so may result in the sanction being converted into a Saturday detention.
- **Homework detention** – Every Thursday in 317 (3.15 – 4.00pm) – given to pupils for failing to complete homework.
- **Saturday detention** – Take place in room 319, from 10.00 until 12.00 noon on a Saturday (usually once a month). If a pupil is given a Saturday detention, then an email will be sent from their head of year to parents informing them. Failure to attend a Saturday detention will be regarded as a serious breach of school rules and the pupils concerned will be internally suspended for one day.

During both after school and Saturday detentions pupils will be expected to carry out written, reflective tasks which will be assigned to them by the supervisor on duty. During homework detentions the pupils must complete the homework they have failed to submit.

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.

Where it is necessary to send a pupil out of a lesson he/she should be sent to the Senior School Secretary with a brief note of explanation. The secretary will refer the pupil to a senior colleague; or in the case of a sixth-former, the Head of Sixth-Form, who will either deal with the matter or refer it to the appropriate head of department or head of year.

Serious offences

The school has a zero tolerance approach to drugs, alcohol, 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.

MINOR MISDEMEANOURS	MAJOR MISBEHAVIOUR	SERIOUS MISBEHAVIOUR	EXTREME MISBEHAVIOUR
Who deals with it and how?	Who deals with it and how?	Who deals with it and how?	Who deals with it and how?
To be dealt with by the subject teacher Non Satis may be issued. A verbal or written warning issued An e-mail may be sent home by tutor/subject teacher.	To be put in an After School Detention. Refer to Tutor/HoY (for academic then please also inform HoD and Assistant Head (Academic)). Tutor should communicate home to parents	To be referred to Head of Year/involvement of Assistant Heads and/ or HoD Pupils in this case may be put in a Saturday Detention (by HoY only) Head of Year to communicate home to parents	Involvement of HoY and/or SLT. Internal suspension Temporary exclusion Permanent exclusion A member of the SLT to communicate home to parents
TYPES OF OFFENCES IN THIS CATEGORY	TYPES OF OFFENCES IN THIS CATEGORY	TYPES OF OFFENCES IN THIS CATEGORY	TYPES OF OFFENCES IN THIS CATEGORY
Minor disruptive behaviour Distracting others Forgetting material Late for class Bringing in food and/or drink into the building Chewing gum in the building Litter Untidy or incomplete work Shows a lack of organisation First time failure to attend an ECA Dark nail varnish Bag confiscated as left on the floor/top of lockers on the top	Persistent lateness for class Persistently failing to complete homework Continually failing to follow instructions Persistently wearing uniform incorrectly Persistent failure to correct: · Unacceptable haircut, unshaven · Incorrect shoes/uniform · Jewellery · Undue rough play Persistent failure to attend a school club or society 3 Non Satis is one school week	Blatant defiance of a teacher's instructions Persistent insolence/disrespect Bullying – after a warning has been issued and incident has been entered in the bullying log Inappropriate literature Unacceptable behaviour in public Graffiti of homework diary or books Failure to sign in when late Persistent use of Foul language Inappropriate use of school internet Forging a parent's signature	Abuse of a teacher (physical/verbal) Substance abuse Smoking Fighting Bullying (serial) Physical violence against another pupil Stealing Possession of weapons 3 Saturday detentions in one school week Plagiarism/ copying of any type of IGCSE or IB coursework or internal assessment. Accumulation of many sanctions including several ASDs and

floor	Swearing (in English or Portuguese) after a warning has been given	Vandalism of school property	Saturday detentions
Uniform infraction		Failure to report when sent out of class	Failing to attend a Saturday Detention without a valid excuse.
Too many or inappropriate bracelets, necklaces, anklets and earrings	5 late marks in one half term period.	Any form of dishonesty:	
Mobile phone confiscated – Senior Master to issue Non Satis.	Failure to bring PE kit to PE lessons (PE ASD issued)	Academic dishonesty - Cheating in examinations, plagiarism, copying homework	
		Persistently swearing on field trips whilst representing the school	
		3 ASDs in one school week	
		8 late marks in one half term period	
		Truanting a class or an assembly	
This list is by no means exhaustive - it is simply a guide			

Types of exclusion

Exclusion of any sort, for any period of time, is taken very seriously by the school, and the decision to exclude is not taken lightly. Various alternative strategies to manage behaviour will be tried before exclusion, as this sanction is only used as a last resort unless there is an immediate threat to safety within the school.

If it is decided that exclusion is necessary, the parents of the pupil will be notified, and the circumstances surrounding the exclusion will be formally recorded.

Internal suspension (exclusion)

The relevant head of year or the Assistant Head (Pastoral Care) will make necessary work arrangements and supervision/lunch arrangements for a pupil who is to be internally suspended. The parents are always informed prior to this sanction being implemented. The pupils would normally be asked to arrive at school at normal time and report to the head of year or Assistant Head (Pastoral Care). Meeting room 2 or 3 would be used. Pupils are not allowed to go to break with their friends, but are offered to use the bathroom.

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 that requires a tougher sanction than internal suspension, but does not warrant permanent exclusion.

Disruptive behaviour or actions that may warrant temporary exclusion will always be investigated before the decision to exclude is made, unless there is a threat to the safety of

pupils or others at the school. On SchoolBase this will be marked as TE and these days are recorded as authorised.

Before the decision to exclude is made, the Head and SLT will:

- ensure that the school has made a thorough investigation
- consider all the evidence available when looking to support the allegations
- encourage the pupil to give his or her version of events
- take into account the school's behaviour policy
- find out whether the behaviour may have been provoked, for example in the case of racial or sexual harassment, or bullying
- consult other people as necessary (but not anyone on the governing body or management committee who may later have a role in reviewing the decision)
- keep a written record of discussions, interviews and actions, and retain copies of written records made by other members of staff, ensuring that witness statements are dated and signed if possible.

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.

There are, however, some situations in which permanent exclusion on the first offence is the only option. These include:

- serious, actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson.

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 to meet the requirement of Part 3 of the UK Government's BSO standards regarding the promotion of welfare, health and safety for pupils, in particular 3.4.

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.

Signed:

Graham Nye, Chairman

Louise Simpson, Head

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