



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

Senior School Handbook for New Parents 2014-15

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Preface

Welcome to the Senior School

Dear Parents,

Welcome to the Senior School! We are pleased to present the Senior School Parents' Handbook. Our aim, in the following pages, is to present to you an outline of life in the Senior School – our values, rules, academic and pastoral care and a general overview of what to expect. Our priority is the success and happiness of your child here at St. Paul's, and we aim to equip him/her with all the skills he/she will need to become independent learners in a rapidly changing world.

At St. Paul's, we will try to keep you fully informed, but there may be times when you would find it useful to have a handy source of reference about the School and its organisation. This publication is intended to fill that need and to bring you more fully into the working life of the Senior School.

Your child will quickly find the Senior School at St. Paul's to be an exciting and challenging place, and will also find tutors and teachers supportive and understanding. We are sure they will quickly feel proud of being part of it.

The strong and supportive partnership we have with parents is one of the crucial factors contributing to the success of the school, and we look forward to getting to know you and your child in the years ahead.

With kind regards,

Paul Morgan
pm@stpauls.br

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www.stpauls.br

The School's Aims

St. Paul's, like any school, has a fundamental aim to provide an excellent education for children. Being both a British and a Brazilian school brings an additional richness and ambition. Following a review in 2013 we have refined our Mission Statement to be:

St. Paul's is a traditional, forward looking school seeking to nurture excellence, aiming to provide a high quality British and Brazilian holistic education, for the academic and personal development of pupils and students, within a framework of a caring community which shares a common set of core values.

School values

The School aims to instil:

- A balanced set of values in pupils, so that by the time they leave the School they recognise and accept their responsibilities to the society in which they live.
- The virtues of discipline, honesty, loyalty, co-operation and hard work, encouraging perseverance and patient study, a sense of pride in achievement, of self-worth as well as respect for and the valuing of others.
- A proper appreciation of the customs and traditions of Brazil and Britain and the virtues of cultural diversity.

The Code of Honour

In the Pre-Prep and Prep School the pupils follow the Golden Rules. In the Senior School we use a Code of Honour, which states:

As a Paulean I will strive to be:

Honest
Respectful
Trustworthy
Hardworking
Kind

This Code is displayed in every classroom.

Our School Motto is **Manibus Potentia Studium Animis** which translates as: "strength is gained with our hands, but zeal is only acquired through our minds"

School Rules and Expectations

Our Rules and Expectations have been written to make the School a happy and safe place to learn and grow. The five main themes of the Code of Honour have been used throughout our School Rules and Expectations: being honest, respectful, trustworthy, hardworking and being kind.

Pupils and students are expected to meet the expectations under which they are admitted to the School, abide by the Code of Honour, respect the rules, show a proper regard at all times for the high standards and reputation of the School. We expect pupils and students to behave in an orderly, civilised and well-mannered way, both in and out of school, showing courtesy and respecting the learning of others. The School expects all pupils and students to maintain a smart appearance and wear their uniform with pride.

Pupils and students should respect the environment in which we all learn and take care to keep the School clean, tidy and litter-free.

Behaviour by a pupil or student which brings the good name and reputation of the school into disrepute, prejudices the education or well-being of other pupils or the good order and discipline of the school will be regarded as a serious matter which may lead to disciplinary action being taken against the pupil concerned, regardless of when or where the behaviour takes place.



Academic life

Organisation of the Senior School

Senior Management of the Senior School

| | | |
|--|----------------------|--|
| Head | Ms Louise Simpson | ls@stpauls.br |
| Deputy Head | Mr Paul Morgan | pm@stpauls.br |
| Senior Master (also Director of University Guidance & Careers) | Dr Barry Hallinan | bjh@stpauls.br |
| Director of Pastoral Care | Mrs Angela Fregonesi | acf@stpauls.br |
| Director of Studies | Mr James Diver | jd@stpauls.br |

Heads of Department

| | | |
|----------------------------------|--------------------------|--|
| Director of Music | Mr Lee Ward* | lw@stpauls.br |
| Director of Science & ICT | Dr Jonathan Dicks | jmd@stpauls.br |
| Head of Art | Miss Simone Rebelo | sar@stpauls.br |
| Head of Brazilian Studies | Mrs Camila Nakagawa | ctn@stpauls.br |
| Head of English | Mrs Danielle Phipps | dlp@stpauls.br |
| Head of French | Dr Barry Hallinan | bjh@stpauls.br |
| Head of Geography | Mr Adam Norton | amn@stpauls.br |
| Head of History | Mr Joshua Bolland | jdb@stpauls.br |
| Head of Mathematics | Mr Max Davenport | md@stpauls.br |
| Head of Physical Education | Mr Frank McMorrow* | fcm@stpauls.br |
| Head of Theatre and the Arts | Mrs Cristina Pentreath | mcp@stpauls.br |
| IB Coordinator and Exams Officer | Ms Ana Carolina Belmonte | acb@stpauls.br |

Heads of Year

| | | |
|-----------------------------|--------------------------|--|
| Head of Form 1 | Mr Christopher Newton | cn@stpauls.br |
| Head of Form 2 | Mr André Borges | alb@stpauls.br |
| Head of Form 3 | Miss Hellen de Lima | hl@stpauls.br |
| Head of Form 4 | Mr James Ford | jbf@stpauls.br |
| Head of Form 5 | Mr Frank McMorrow | fcm@stpauls.br |
| Head of Sixth Form (Acting) | Ms Ana Carolina Belmonte | acb@stpauls.br |

Housemasters

| | | |
|-----------------|-------------------|--|
| Head of Stuart | Mr Diego Oliveira | dos@stpauls.br |
| Head of Tudor | Mr Peter Green | pwg@stpauls.br |
| Head of Windsor | Mr Rodrigo Seidl | rs@stpauls.br |

Learning Support Unit (LSU)

| | | |
|---|--------------------------|--|
| School Counsellor and LSU Co-ordinator | Mrs Maria Carneiro Leão* | mcl@stpauls.br |
|---|--------------------------|--|

Secretaries

| | | |
|-----------------------------------|---------------------------|--|
| Head's Secretary | Mrs Moira Costantini | mjc@stpauls.br |
| Deputy Head's Secretary | Miss Adriana Silva | acs@stpauls.br |
| Senior School Secretary | Mrs Dávinni Gomes Barboza | dpg@stpauls.br |
| Senior School Assistant Secretary | Miss Marília Oliveira | mco@stpauls.br |

*Whole School responsibility.

Organisation of the Academic Year

For Term 1, the first day for Form 1 is Tuesday 5 August. The last day for Term 1 is Friday 19 August. In Term 2, the first day back for Form 1 is Monday 26 January and the last day is Friday 19 June. Please check the School Calendar on the website for more detailed information about the Academic Year. The website will allow you to import events directly into your personal calendar.

| First Term 2014-2015 | |
|--|---|
| July 2014 31 Start of Term 31 Recuperação Rewrites 31 Staff Working/Training Day | October 2014 6-10 Half-Term |
| August 2014 1 Recuperação Rewrites 1, 4 Staff Working/Training Days 5 Classes Commence (Senior) 6 Classes Commence (Pre-Prep and Prep) | November 2014 20 Holiday: <i>Dia Da Consciência Negra</i> 21 School Holiday |
| September 2014 | December 2014 18 End of Classes for Pre-Prep and Prep (Morning School only) 19 End of Classes for Senior School (Morning School only) 19 End Of Term |
| Second Term 2014-2015 | |
| January 2015 16-23 Mock Examinations (F5 and U6) 22-23 Staff Working Day 26 Classes Commence (All Pupils) | April 2015 1-3 School Holiday 20 School Holiday 21 Holiday: <i>Tiradentes</i> |
| February 2015 16-18 School Holidays: <i>Carnival</i> | May 2015 1 Holiday: <i>Dia do Trabalho</i> |
| March 2015 30-31 School Holidays | June 2015 4 Holiday: <i>Corpus Christi</i> 5 School Holiday 18 End of Classes for Pre-Prep and Prep (Morning School Only) 19 End of Classes for Senior School (Morning School only) 19 End of Term |

All dates are inclusive

Absence / Late Arrivals

Punctuality is a very important life skill that the pupils must learn. If your child is late in the morning, they must sign the Late List at the gate. They will then be expected to attend a Head of Year Sanction in Room 319 at the start of morning break for 10 minutes (9:35). If your child has a valid reason for being late and has brought a written note from a parent, they will be dismissed reasonably quickly. Please ring or email the school to inform us if your child is going to be absent for medical reasons. Email the Senior School Secretary, Miss Dávinni Gomes Barbosa: dpg@stpauls.br.

When a pupil is late to school without a valid reason is the recorded in the Late Log. When a pupil receives 5 Lates in a half-term then they will be given an After School Detention (if they are in Forms 1 to 5) or lose their Lunch Pass for a week (if they are in the Sixth Form). 3 further Lates and they will be given a Saturday Detention. For every 5 Lates after this they will be given a Saturday Detention. Parents will also be called in for a meeting to discuss the issue. Every half-term we reset all totals to zero.

If your child is required to leave school during the school day, a letter or e-mail must be written requesting leave and sent to the Senior School Secretary (dpg@stpauls.br). A Permission Slip (Exeat) will be given to your child, which needs to be signed by a Head of Year or a member of Senior Management. This will allow your child to pass through the school's security.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. If you intend to take out your child for an extended period of time then you should write a letter to the Head requesting permission for the absence.

The School Day

| | | |
|---------------------|-------|-------|
| Registration Period | 8:00 | 8:20 |
| Period 1 | 8:20 | 9:00 |
| Period 2 | 9:00 | 9:35 |
| Morning Break | 9:35 | 10:00 |
| Period 3 | 10:00 | 10:40 |
| Period 4 | 10:40 | 11:15 |
| Period 5 | 11:15 | 11:50 |
| Period 6 | 11:50 | 12:25 |
| Lunch | 12:25 | 13:25 |
| Period 7 | 1:25 | 2:00 |
| Period 8 | 2:00 | 2:35 |
| Period 9 | 2:35 | 3:05 |

Tutor Group

Your child will be allocated to a Tutor Group. The group will be no more than 12 pupils. The Form Tutor who takes this group will be a very important first contact for you as a parent. The Form Tutor has an overall pastoral responsibility for your child. This group will meet every day during the Registration Period.

Registration Period (8:00-8:20)

The Registration Period is taken by the Form Tutor and is an important and integral part of the curriculum, school routine and our pastoral programme (PSHE). The Register, that is taken, is a legal document. Pupils who arrive late to Registration Period will have

this recorded and this data will appear on the Grade Sheets. This time also the Form Tutor to pass on important information to pupils and discuss any issues of concern. The Form Tutor will also lead a Tutorial Period (Wednesday Period 7) where the main theme for the week for PSHE is normally introduced.

Assemblies (08:00-08:20)

There are year assemblies and whole school assemblies. The whole school assemblies take place approximately once a month. The year assemblies take place, usually, once a week.

- Forms 4 and 5 on a Tuesday in the Theatre
- Forms 2 and 3 on a Wednesday in the Theatre
- Form 1 on a Thursday in the Chapel
- Sixth Form on a Friday in the Theatre

These assemblies will provide an opportunity for pupils and staff to make presentations and to celebrate success.

Morning Break (9:35-10:00)

There is a morning break when pupils can purchase items from the Tuck Shop; they may also use the School's playing fields. All pupils must remain on the premises.

Lunch (12:25-1:25)

Only Sixth Form students are entitled to leave the School for their lunch. All pupils will be expected to have lunch in School which is provided by the catering company, Sodexo. The menu is varied and is posted on the School Website each month.

End of the Day (3:05)

All pupils are expected to leave the School, unless they have ECAs or have permission to stay within the school premises. Pupils in Form 1 may leave the school unaccompanied, unless parents make a written request to the school. On no occasion can Senior School pupils accompany Prep pupils out of the School unless written the Head of the Prep School has given authorisation.

School E-mail

All pupils in the Senior School have an e-mail account that they will have been already given in the Prep School. This is to be used for school liaison and not as a personal email account. Any misuse may result in a sanction. Pupils will be taught how to properly use Outlook and how to access their emails from home and on their mobile phones. It is important that pupils check their emails regularly as many important messages will be sent by teachers and secretaries.

Personal Appearance

We consider it important that children come to school wearing the correct uniform. We believe that the school uniform helps children to show pride in themselves and the School.

We would like to ask for your support in ensuring a high standard of your children's appearance in School. Below is a list of requirements for the school uniform, but in particular I would like your help with the following:

Boys and girls both need a uniform that fits. We appreciate that teenagers grow fast but their school uniform needs to keep up with that growth! Otherwise, clothes that are too small or too big look scruffy.

Boys: Need belts on their trousers and their shirts should be tucked in at all times and top buttons kept done-up during the Winter.

Girls: The school skirt should fall just above the knee. Clear nail varnish can be used, but make-up is not allowed to be worn in school.

Pupils will be given a warning if they fail to adhere to the school uniform regulations. If this is repeated, parents will then be informed about this.

Sense of Pride

Wearing School uniform helps pupils develop a sense of pride about School and teaches pupils that there is a time for looking smart and presenting oneself in a positive way. For this reason, we require that all pupils wear their blazers when in Assembly (winter only). We also encourage pupils to have smartly cut hair and for boys to tuck their shirts in around school, including when they arrive to, and leave from, the school premises.

We would be very grateful for your support on this matter.

Uniform and Suppliers

Girls

1. Grey skirt (that should be worn no higher than one third the way up the thigh) or grey long trousers.
2. Plain white blouse (long or short sleeves, no frills); a plain white polo neck ('gola olímpica') shirt may be worn under the School shirt (long sleeved) in cold weather.
3. Plain white socks (ankle or knee length).
4. Black/white/grey tights.
5. Black leather shoes (which should be kept polished).
6. Grey V-neck **School** pullover (long or no sleeves) or grey V-neck **School** cardigan.
7. Red blazer with School badge (winter only).

Boys

1. Grey long trousers.
2. Black leather belt.
3. Plain white shirt (long or short sleeves).
4. Grey socks.
5. Grey V-neck **School** pullover (long or no sleeves).
6. Black leather shoes (which should be kept polished).
7. Navy blazer with School badge (winter only).
8. School tie (winter only).

Sports Uniform

1. Navy blue shorts.
2. House T-shirt.
3. Tennis shoes.
4. White socks.
5. Navy blue tracksuit bottoms (optional).
6. Navy blue School sweatshirt (optional).
7. Navy blue House swimsuit with House colour.
8. House swimming cap (girls).

Hair Hair must be of a straightforward style, tidy and clear of the face and must retain its natural colour. For boys it should be clear of the collar. If applicable, boys should be clean-shaven. Pupils or students who are not clean-shaven may be asked to shave at school or may be sent home.

Jewellery

Pupils are generally discouraged from wearing jewellery in school. Where jewellery is worn, the only items permitted are:

- a plain wristwatch;
- no more than one ring (in which case it may only be a plain band, without a stone, or a small signet ring);
- a single plain and simple metallic bracelet (Power Bands and *Fitas do Bomfim* are not permitted);
- one simple chain necklace or pendant (for example a chain with a religious symbol or medal). Suede necklaces are not permitted.

In the case of girls, no more than one plain stud or sleeper may be worn in each ear. Other piercings are not permitted and could result in the pupil or student being asked to remove it in the Infirmary, or in extreme cases, the pupil or student being sent home. It is not acceptable to simply cover these offending piercings with a plaster.

Jewellery and watches must not be ostentatious or valuable. The School accepts no responsibility for lost or stolen jewellery.

Make-up

Girls should not come to school wearing make-up. This means that any Senior Girl found to be wearing foundation (base), thick black eye-liner and/or mascara, blusher and/or bright lipstick will be asked to wash it off. Only clear nail polish (varnish) should be used. Girls with dark coloured nails will be asked to go to the Senior School Secretary to have this removed; these pupils will then be given a Non-Satis.

Pupils who fail to wear the correct uniform may be issued with a Uniform Ticket. A Head of Year or other senior colleague will sign this ticket and it will stipulate the infringement and will give a date by which the pupil must rectify the problem. The pupil will also be issued with a Non Satis.

Pupils who have the wrong uniform may be asked to remove the incorrect item and will be loaned the correct item of clothing by the school. It is then expected to have this item returned, and if necessary fully laundered, three school days after it has been issued. Such items include school jumpers, ties, socks and skirts.

School Uniform suppliers

Mike's Modas

R. Amauri 114 - Itaim Bibi
Phone 3085-1376 / 3085 1314
Monday to Friday 8:30-5:45, Closed on Saturdays

Na Rua da Escola www.naruadaescola.com.br

| | |
|--------------------------------------|----------------------------|
| R. Prof. Vahia de Abreu, 736/744 | Al. dos Arapanés, 853 |
| Vila Olímpia | Moema |
| Phone 3849-5751 | Phone 5051-5045 |
| Monday to Friday 8:30-6:15 | Monday to Friday 9:00-6:00 |
| Last Saturday of the month 9:00-1:00 | Saturdays 9:00-1:00 |

Sixth Form

The Sixth Form are expected to dress in Smart Casual attire:

Boys

- Shirt or Polo Shirt (T shirt) with Collar
- Muted colour trousers – black, grey, dark blue, beige, brown, white (no Denim jeans)
- Blazer, jumper, cardigan
- Leather polished shoes

Girls

- Shirts or blouses (must cover your shoulder)
- Muted colour trousers – black, grey, dark blue, beige, brown, white (no leggings/Denim jeans)
- Blazer, jumper or cardigan
- Skirt (not tight, not short)
- Dress (not tight, not short)
- Shoes or polished boots
- Sandals (Only to be worn during summer uniform period and must have a strap at the back – no havaiana type)

The Curriculum

The School provides a carefully structured, integrated and diversified curriculum in which the skills of independent learning and co-operation with others are developed, and children's individual needs are of prime concern. St. Paul's School follows both the British National Curriculum and the Brazilian National Curriculum to prepare pupils for the International General Certificate in Secondary Education (IGCSE) and the International Baccalaureate (IB), and to ensure that pupils are able to achieve success in Brazilian Examinations.

Academic Programme

There is no break in content or method of work between Key Stage 2 and Key Stage 3. The main difference between the two Key Stages is the development of pupil understanding and ability to bridge concepts. Continuous development in all curriculum areas is ensured by careful planning and frequent staff liaison meetings. Responsibility for each curriculum area is taken by a Head of Department and implemented by the teacher. We provide a broad and balanced curriculum and to do this we teach skills, knowledge, concepts and attitudes in all curriculum areas using carefully designed guidelines. All Subject Schemes of Work can be obtained by pupils using *Learning online* (senior.stpauls.br).

If you have any concerns regarding academic issues then please contact either the Head of Department or the Director of Studies.

The curriculum offered to pupils at St. Paul's is both broad and balanced. It is intended to:

- a) facilitate the successful transition from the Preparatory School to the Senior School;

- b) develop academic independence and good study habits through a wide range of subjects;
- c) prepare pupils for the demands of the International Examination courses.

In Forms 1 and 2 pupils study the following subjects:

English, Mathematics, Science, Portuguese, Geography, History, História, Geografia, Computer Studies, Art, Drama, Music and Physical Education.

In Form 3 pupils study the following subjects:

The list is the same as above, however, instead of Science they study the separate sciences: Biology, Chemistry, and Physics. In addition they can study French.

In Forms 4 and 5 pupils study the following subjects:

IGCSE English as a Second Language, IGCSE English, IGCSE English Literature, IGCSE Portuguese, IGCSE Mathematics and IGCSE Biology, IGCSE Chemistry and IGCSE Physics. They can also opt to study IGCSE French, IGCSE Spanish, IGCSE Computing, IGCSE Geography and IGCSE History. They will continue to study História, Geografia, Art, Drama, Music and Physical Education.

There is an emphasis on English, Mathematics, Science and Portuguese, which receive more time allocation in the timetable, but all subjects are seen as being of equal importance in the provision of a balanced curriculum.

Pupils also have one Tutorial period per week in which they follow a Personal, Social and Health Education (PSHE) scheme of discussion and study.

Homework Expectations

Homework is an essential part of the normal curriculum and pupils cannot fulfil the requirements of the courses unless they make an adequate attempt at all of the homework set. Pupils and students must enter all homework in their School Diary immediately it is given. Homework must normally be done on the day on which it is set.

Homework is important because it helps pupils and students learn how to study regularly, to study on their own, to meet deadlines and to present work well. If a pupil or student is struggling to meet deadlines and organise him or herself then they should talk to their tutor.

If it appears that a pupil or student has not done their homework well enough they may be asked to repeat it.

Pupils are given a Homework Timetable at the start of the Academic Year. This is designed to help manage their time and balance their workload.

Every week, pupils in Forms 1 to 5 will have their Diaries checked and signed by their Tutors.

Pupils in Forms 1, 2 and 3 are set homework in all the academic subjects that they study. In any week, this amounts to two or three 30-minute homeworks each evening (Monday to Friday inclusive). Pupils in these years may sometimes also be expected to complete Music/Art/Drama assignments during the week.

Pupils in Forms 4 and 5 are set two to four 40-minute homeworks each evening (Monday to Friday inclusive).

Sixth Form students are expected to do the homework for 2½ - 3 hours per evening. A homework guide is given to the Lower Sixth.

Assessment

Children are assessed in all subjects on a regular basis throughout their time in school, through both formative and summative methods. Teachers will assess pupils through questioning and plenary sessions in class and will develop a general understanding of their attainment level by analysing their capability. To gain a more accurate understanding of pupil's knowledge and current stage of learning, teachers regularly provide short topic tests relevant to the subject.

| | Sent to Parents |
|--------------------|------------------------|
| Grade Sheet 1 | September/October |
| Grade Sheet 2 | November/December |
| Grade Sheet 3 | March |
| End of Year Report | May |

Grade Round & Assessment Round 1 and 2 Effort Grade:

The Effort grades are broken into three categories in order to better describe where a pupil is excelling or where there are problems. The three categories are:

- Attitude and Effort
- Conduct
- Organisation

Revision lists

In the aim of getting pupils to be more independent learners, teachers will not always provide revision lists before Grade Rounds, however, some teachers may provide a topic list. Pupils will develop revision skills as part of their Personal, Social and Health Education scheme of work.

Workshops

Workshops provide an opportunity for pupils to meet with subject specific teachers to sort out any doubts they may have regarding certain concepts they have covered during the lessons. Pupils may also be asked to attend these to catch up on work.

Workshops occur every day from Monday to Thursday, from 3:05 until 3:30 for each subject. Please see the Paulean for latest times.

Rewards and Behaviour Policy

At St. Paul's School, we actively encourage positive behaviour and relationships at all times and aim to promote high standards of behaviour, self-discipline and learning through encouragement and reward. Teacher–Pupil relationships are built on trust, mutual consideration and understanding. The pupils of St. Paul's are commended for their efforts as well as their achievements and rewards range from the unofficial words of praise, through to presentations of certificates, commendations or prizes. When pupils fail to meet the high standards of behaviour expected, they should anticipate some form of sanction. It is important that pupils realise that rules are necessary to ensure the safety and well-being of the whole community.

Types of Rewards and Sanction

A **Bene** (from the Latin meaning “Well or Good”) is given to a pupil or student 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 or student is awarded is given on their grade sheet. Benes are also converted into House Points which feed into the Annual House Award.

Certificates are awarded for excellence during Assemblies at intervals throughout the school year. Heads of Year are responsible for rewarding certificates.

St. Paul’s is keen to recognise those pupils and students 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.

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 organization 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 and students 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 and students for Commendations and Subject Awards.

Pupils and students 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.

Special Prizes

The Special Prizes for academic effort allow the best to gain recognition. We have the following:

- **Award for Academic Achievement**
This is awarded to the three highest achieving pupils or students per year group based on their grade sheets.
- **Award for Overall Effort**
This is awarded to the three highest achieving pupils or students per year group based on their grade sheets.
- **Award for Outstanding Improvement**
For each year group this is awarded to the pupil or student 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.

A **Non Satis** is given for incidents of misbehaviour. The number of these is recorded in every Grade Sheet.

Head of Year Sanction is given to a pupil who arrives late to school and/or to lessons without a valid excuse. They must report to room 319 at morning break to see the Head of Year on duty.

After School Detention is given to a pupil who fails to hand in their homework in on time or if they fail to meet the expectations set out by the Code of Honour. The session is run after school on Tuesdays and Thursdays from 3:15-4:00.

Lunchtime Detentions can be given by any teacher for approximately 20 min if a pupil has failed to meet the expectations of that member of staff.

Saturday Detentions are awarded in extreme cases and are for major violations of the School Rules or for disrespectful behaviour. When a Saturday Detention is issued, parents are informed at least 24 hours in advance. The Saturday Detention is from 10:00 to 12:00 in Room 319.

PE Extra School Opportunities - The PE Department runs a separate programme for failure to bring PE kit to lessons.

Pupil Support and the Tutor System

Pastoral Care

The tutorial system at St. Paul's School is central to life in the Senior Schools. All pupils are allocated to a Tutor Group and a Tutor. For Form 1, these groups are created in the Prep School as Prep teachers better know and understand the individual needs of each pupil.

The Tutorial System aims are:

- developing self-esteem and emotional wellbeing, and forming and maintaining worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community;
- developing self-awareness, social skills and citizenship through tutorial sessions, talks, links with charities, Community Service, assemblies etc.;
- acquiring enduring values, developing integrity and autonomy and becoming responsible citizens capable of contributing to the development of a just society;
- developing spiritually, morally, socially and culturally and, in particular, developing principles for distinguishing between right and wrong;
- preparing themselves for positions of leadership through field courses, assemblies, public speaking etc.;
- responding positively to opportunities, challenges and responsibilities, managing risk and coping with change and adversity.

The Tutor Role

Tutors have overall responsibility for the pastoral, academic and social development of the pupils in their group. They act as guide, counsellor, philosopher and friend and offer positive criticism as well as a sympathetic ear. Pupils are encouraged to develop politically, culturally and artistically. Contact with tutees is not limited to the tutorial periods. A Tutor will often arrange to see a tutee at lunchtime, or before or after School.

Learning Support Unit

Learning Support (LS) will continue to be provided for pupils entering the Senior School, much as it was during Prep 5. The role of Learning Support is to support the learning needs of pupils by having individual classes once or twice a week based on skills and strategies pupils need in order to succeed in the subjects. It also provides individual

support as well as guidance to teachers on the pupils' best way to learn. LS teachers liaise with class teachers, Tutors and Heads of Year on a regular basis. Pupils are referred to Learning Support by Tutors and Heads of Year in the Senior School.

In addition to providing Learning Support the Learning Support Unit (LSU) are also involved in some presentations and workshops in F1 providing the pupils with further support and understanding in a variety of areas. Such examples which took place this year were a series of workshops on "Listening" which took place for all tutor groups of Form 1. Additionally, the LSU ran presentations and workshops teaching pupils revision and study skills and how to cope with exam anxiety.

Personal Organisation

It is our aim at St. Paul's School to educate pupils to being **independent learners** and one of the first steps in achieving this acclaim is by developing good organisational skills. The main role of the Tutor is to encourage and support pupils in becoming organised and to help prevent a situation where they are struggling to meet deadlines and the expectations of the Senior School. Generally, pupils adjust to the independence that is given to them in the Senior School, but some pupils take longer to settle in. It is important not to compare your child with others, as each matures differently.

Punctuality

Pupils should arrive at school in enough time for them to organise their books for the start of registration.

Lockers

Pupils are provided with a locker and a padlock in which they are to keep their books and valuables. Padlocks will have a combination that should be only shared with their Tutor at the outset. If pupils need a replacement padlock they should purchase one from the school secretary. Pupils, who leave possessions lying around the school, do so at their own risk. Tutors regularly check that lockers are being used properly.

Homework Diaries

All pupils will receive a School Diary at the start of the Academic Year. The purpose of the diary is to help pupils organise their Homework and any other deadlines that they need to meet. Parents should regularly check their child's diary and will be asked to sign it every week during Term 1. It is our hope that pupils will be even more independent by Term 2 and so parents will not be expected to sign the diary, but should continue to monitor how it is being used. Tutors will regularly check that the diaries are being used properly and will sign it once a week.

Equipment

Pupils must ensure that they have a complete set of equipment for all lessons. All pupils must have the following:

- Black and Blue Pens.
- Pencil and Rubber.
- Ruler.
- Protractor.
- A Pair of Compasses.
- Pencil Sharpener.
- Coloured Pens or Pencils.
- Glue and Scissors.

- Calculator.

Tutors will regularly provide opportunities for pupils to develop their organisational skills. We ask that parents can help in ensuring that pupils are organising themselves at home as well, rather than relying on an adult.

Tutorial Matters

Personal, Social and Health Education (PSHE)

Tutors also play a major role in the delivery of the Personal, Social and Health Education programme (PSHE). This may involve assemblies, debates, visits from outside speakers and/or tutorial activities. Within Form 1 topics include:

- personal strengths and weaknesses (knowing myself);
- Good work habits (organisation, research and study skills)
- personal safety – stranger danger, traffic awareness, cyber bullying;
- economic understanding - my cost of living;
- responsibility, tolerance and respect, honesty and integrity;
- self esteem – who am I?
- personal hygiene;
- puberty and reproduction;
- anti-bullying;
- developing better friendships and relationships;

Anti-Bullying Policy

We believe that every pupil has the right to learn and grow in a productive, safe and friendly school environment. Any person who is incapable of allowing others to fulfil this right will be dealt with immediately and directly. We are committed to making St. Paul's a bullying-free school and as such have created an anti-bullying policy which can be downloaded from the school internet. We work hard in PSHE and Tutorials to ensure that all pupils and teachers recognise that bullying is unacceptable and try to create an environment where pupils feel comfortable to report instances of bullying.

School Council

Our pupil Council is now very well established, with representatives of each year meeting with the Head and the School Captain, on a regular basis. This forum offers pupils the chance to raise issues of concern and for the whole pupil population to have a voice in the running of the school. School Council members are elected by each year group at the start of the Academic Year.

House System

All pupils, students and staff will be allocated to one of the School's three Houses. Each year, the three Houses compete for points awarded for a wide range of sporting, musical and cultural activities.

Personal Possessions and Valuables

Pupils are discouraged to bring items of value to school. iPods and mobile phones are not to be used within the school buildings, but can be used outside during break, lunch and afterschool hours. Pupils who are seen using either an iPod or phone within School will have the item confiscated. Since such items are brought into school at the choice of the pupil, the School can accept no responsibility for loss or damage of such items. Laptops should not be brought into school, unless permission has been granted by the teacher concerned.

Lost Property

Any items that are left lying around the School will be handed in to Carmen Sapsezian and can be collected at break time at her Office (near the Tuck Shop).

Extra Curricular Activities (ECAs)

The School offers a wide range of extra-curricular activities, both at lunchtime and after school. All pupils must take part in at least one activity as we believe that education extends beyond the classroom. Pupils will be shown how to sign up for a particular activity during the first week of term. A short report on progress and participation will appear in the final report which is sent to parents at the end of the Academic Year.

Home and School Links

A successful home-school relationship can be a key element in making a School stronger and more effective. In particular, it can make a real difference to underachieving pupils. The children of parents who take an active role in their School life generally achieve greater success.

Parents and Parental Contact with the School

Communicating with Tutors

If parents have a concern about their child's development, the Tutor should be the **first** port of call. It is hoped that relations between Tutors and parents will be such that problems and concerns can be sorted out before real difficulties occur. Appointments with parents are arranged whenever necessary. Parents are informed of any serious problems, and Tutors relay to subject teachers any matters that may affect a tutee's progress.

How to contact the Tutor

The easiest way to communicate with the Tutor is via email and appointments made directly. Otherwise, parents can call the school on 3087-3399 and make an appointment to see a Tutor through the School Secretary. The Tutor concerned may invite the Head of Year or Head of Department to attend the meeting as required. If matters cannot be ironed out by the Tutor then a meeting with the Head of Year can be arranged.

Intervention Strategies

If a pupil is struggling in a particular academic area of School then the Tutor may introduce the following procedures to help guide the pupil towards achieving success. These are to be seen as positive steps to help support the pupil, rather than punishments. Pupils are involved in the process so that they can take ownership of their own learning and development.

Green Report

Pupils who are struggling to focus or organise themselves can be placed on a report card to help monitor their behaviour in lessons. It is a positive report where targets are agreed by the pupil and the tutor. Pupils take it to each lesson and try to meet each target, and then have it signed by the teacher. At the end of the day, pupils should show the report card to their Tutor for inspection. Parents are also asked to sign the report. Often the Green Report is used for those pupils who are poorly organised and/or who disrupt the learning of themselves and others.

Red Report

Those pupils who fail to achieve success on the Green Report will be placed on the Red Report. In extreme cases, some pupils may be placed directly on the Red Report. The difference with this is that it is checked by the Head of Year and failure to meet targets will result in Lunchtime Detentions.

Communication with the School

Good communication between parents and School is extremely important to provide support for our pupils. If parents feel a meeting is necessary, they are welcome to arrange it at a convenient time for both parents and staff. For all meetings, please make an appointment first so that there is sufficient time to address concerns without interruptions. It would also be useful if parents could follow the necessary channels of communication when making appointments.

Parent Teacher Meetings

At the start of the Academic Year, St. Paul's School will hold a "Welcome meeting" for parents, to give information about the Year. This will be held in August, the date to be confirmed. The aim of this event is for the parents, teachers and Tutors to have an opportunity to meet informally and to help answer any questions that you may have.

We are always pleased to discuss progress of individual children by arrangement with parents. In addition we hold two parents' evenings during the School Year, one during each term. In the first term, the parents' evening is a chance for the parent and teacher to meet to discuss the child's learning and suggest targets for the future. In the second term the child's targets are discussed and new targets are set in preparation for the End of Year Examinations. **Pupils are expected to attend both parents' evenings.**

Parent Forums/Workshops

From time to time we run parent forums/workshops which are held to discuss particular areas ranging from: teenagers and parties, using technology, preparing for examinations, the university application process, careers guidance etc. These may be whole School issues or specific to Form 1. All parents are welcome to attend.

Communicating with teachers

The Tutor is the first point of contact between you and the School. If you wish to meet with specific teachers, please arrange this through the Tutor as they can liaise with the necessary staff.

Making Appointments to meet with members of staff

This applies to appointments outside the normal parent teacher meetings.

- All appointments are preferably made through the School Secretary.
- We will give you a start and a finish time for your appointment especially if it is for before School in the morning.
- **If you are late for an appointment** please note that, especially in the case of early morning meetings, the appointment cannot be allowed to overrun outside the allotted time span. It would be necessary to reschedule it for another day.

Parent / Teacher Association (PTA)

There is a very active association of parents and school staff which is eager to welcome participation from new and existing parents. It aims to bring together parents, teachers and pupils to work as a School Community. Each Form group has a representative who can help answer any questions or concerns. It serves as a positive channel of communication where meetings are regularly held.

Twelve easy ways that parents can help:

1. Let your child know the standard of behaviour you expect – and how hard you expect them to work in School. Let them know that you expect them to take part in everything.
2. Do not encourage your child to hit back in School. We have adults to help children sort out their problems. We believe that they must learn how to deal with problems without using violence or abuse.
3. Do not let them bring excessive amounts of money to School.
4. Make sure your child keeps to the rules when they are with you in the School.
5. Help them to be on time and remember anything they need for School, like books, bags, P.E. kit etc.
6. Read the Paulean newsletter and other communications that come from School so you can talk about what is going on.
7. Make sure your child gets a good night's sleep on school nights. It helps concentration and a good frame of mind. Please arrange for parties to be scheduled on Friday and Saturday so as to ensure that pupils can make the most of their time in lessons.
8. Email or arrange to see the Tutor or the Head of Year if you are worried about anything your child tells you about School.
9. Be positive with them and reward them for the good things they do. Praise them for the things they achieve and the work they do.
10. We do not expect to leave all the discipline up to parents. Please do not expect to leave it all to the School. Home and School need to work together to give children high standards, and to let them know what is expected of them.
11. Encourage respect for the School Honour Code.
12. We expect the whole St. Paul's community of parents, staff, children and governors to keep our school rules.