



## **BEHAVIOUR POLICY**

*"If your brother or sister sins against you, go and correct them when you are alone together.  
If they listen to you, then you've won over your brother or sister."  
Matthew 18.15*

**Drafted by:** Director of Student Achievement  
**Approved by Governors:**  
**Reviewed:** June 2017  
**Next Review:** June 2018  
**To be reviewed by:** Director of Student Achievement and Governors

***This policy should be read in conjunction with all other policies and not as a standalone policy***

### **Reasons for this policy**

The School aims to create a safe and secure learning environment where all members of the school community are valued and have the opportunity to achieve their full potential within a safe and caring environment.

As a Christian community we believe above all that we should love one another as God has loved us, and we promote forgiveness and reconciliation in our school community. Gospel values are reinforced by tutors and classroom teachers and students are reminded of behaviours expected of them by example and by positive reinforcement.

### **The aims and objectives of this policy are:**

- To ensure our students are able to learn and flourish in a safe and loving environment
- To ensure there is a consistent approach to any unwanted behaviours in and outside of the classroom
- To look to provide clear guidance and expectations for students, staff and parents

## **Good Relationships**

It is our belief that good discipline is based, first and foremost, on good relationships between teacher and student and secondly, on high expectations of students in terms of behaviour and work. The professional conduct of all staff is central for effective teaching. Positive teacher influence stems from attitude, character, example, teaching skills and their rapport with students. In return, teachers have the right to be allowed to teach, to be listened to and to expect the full support of parents/carers and students in upholding the school standards. Students have the right to be taught effectively in a proper environment, to experience a well-balanced curriculum and to be treated positively and fairly. In return, they are expected to be well mannered, to respect others and to contribute positively to school life.

## **Responses to behaviour in the classroom with rewards and sanctions**

### **Green: Students rewarded for outstanding behaviour**

Students are rewarded house points according to the 5 Rs, which underpin our academic and pastoral structure. Please see the attached document for the St. Paul's reward system. We look for students to display such behaviours, which demonstrate that they are reasoning, resilient, responsible, reflective and resourceful. All students will start the lesson on *Green* and teachers should be use the house point system to encourage students to behave in a really positive way.

### **Yellow: Unwanted behaviour in the classroom**

In the first instance, unwanted behaviour should be dealt with by the classroom teacher and sanctions applied according to the departmental behaviour policy/detention rota. Students may be given a warning, involving a yellow card or verbal reprimand. Further sanctions could include being asked to "cool off" for a maximum of 5 minutes outside the classroom, or being given a short break or lunchtime detention. Any student who is at Yellow must be made aware of this and a variety of strategies will be used for the student to improve their unwanted behaviour. At all times staff are encouraged to avoid direct confrontation and employ a calm and firm approach, seeking reconciliation and "repair" as the endpoint of the unwanted behaviour.

### **Amber: Unwanted behaviour continues despite warning**

If behaviour continues to be unacceptable, a student may be asked to work in a different room and the Subject Leader would become involved. At this point the situation could be such that parents will be contacted and an after-school sanction could be issued. The teacher/ subject leader may wish to put the student on to a departmental report.

### **Red: Serious incident and particularly poor behaviour**

If behaviour is particularly poor, the Head of Year may decide to internally isolate a student, in consultation with a member of the Leadership Team. This is a serious sanction in which the student works in isolation from their peers. They do not have communal break times, although they will be permitted to visit the Oasis restaurant to

collect lunch. Parents will be informed by telephone of their child's isolation and may be asked to attend a meeting with the Head of Year to discuss the issue.

### **Red: Poor behaviour across a number of lessons**

If it is highlighted that a student is displaying poor behaviour across a number of lessons, the Head of Year will become directly involved. The first approach will always be a conversation with the student, parent or guardian and form tutor to determine the root of the problem. Following an appropriate sanction, the Head of Year will then decide on the appropriate course of positive action, in discussion with the form tutor and a member of the Leadership team. The student may go onto a Head of Year's positive report and all parties will look to praise modified and changed behaviour. Contact with home will be very important to either praise and reward, or sanction unwanted behaviour in a three-way process between home – school – student.

### **Necessity for Exclusion**

It is very rare for a student to be excluded on a fixed-term basis from St Paul's. If this becomes necessary, due to extreme behaviour – violence towards another student or member of staff, deemed to be excessive or dangerous, verbal abuse, drugs or alcohol abuse, persistent disruptive behaviour and failure to follow instructions for example the Exclusions Policy will be followed.

### **Reconciliation**

At St Paul's the key to moving forward following a sanction is reconciliation. We believe that if a student has made a mistake or poor choice in their behaviour and has had a sanction, then there will always be a fresh start. This will be on the part of the teaching staff and also must be on the part of the student also. If there has been an issue involving two students, the Head of Year team will facilitate reconciliation between them.

### Behaviour Examples

	Examples of poor behaviour	Examples of Strategies
<b>Yellow</b>	<p style="text-align: center;">Student off task – first instance</p> <p style="text-align: center;">Student continues to be off task</p> <p style="text-align: center;">Student continues to be off task/distracting others</p>	<p style="text-align: center;">Non-verbal warning</p> <p style="text-align: center;">Verbal warning</p> <p style="text-align: center;">Move place</p> <p style="text-align: center;">Follow-up with a sanction of a short detention</p>
<b>Amber</b>	<p style="text-align: center;">Student has continued to display poor behaviour despite action taken. This may be the first time for this student.</p> <p style="text-align: center;">Student has continued to display poor behaviour despite action taken.</p> <p style="text-align: center;">Continuous poor behaviour within lesson and subsequent lessons despite tutor/parental involvement</p>	<p style="text-align: center;">Lunch time detention/discussion with tutor</p> <p style="text-align: center;">After school detention/contact parents/Dept. report</p> <p style="text-align: center;">Removal to another class/involvement of HOY or CLT</p> <p style="text-align: center;">The follow-up sanction should involve a longer detention, ideally after school.</p>
<p>The teacher should ensure that they use all available strategies to prevent escalation to <b>Red</b></p>		

**These are examples only.** Staff should ensure that they are consistent in the use of language as previously described.