



BEHAVIOUR POLICY

“Father, I have sinned against heaven and against you. I am no longer worthy to be called your son; make me like one of your hired servants.’ So he got up and went to his father. “But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him.”

Luke 15: 17-20

Drafted by: Director of Student Achievement
Approved by Governors:
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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 inappropriate behaviours in and outside of the classroom
- To look to provide clear guidance and expectations for students, staff and parents

Excellent Relationships

It is our belief that good discipline is based, first and foremost, on positive relationships between teacher and student and secondly, on high expectations of students in terms of behaviour and work. This is worth investing time in and developing within our Christian community.

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 conducive learning environment, to experience a well-balanced curriculum and be treated positively and fairly. In return, they are expected to be well behaved, to respect others and to contribute positively to school life.

Responses to behaviour in the classroom with rewards and sanctions

Teachers will use a colour system to reward outstanding behaviour and to put sanctions into place for inappropriate behaviours that negatively impact on their own learning and the learning of other.

Green: Students rewarded for outstanding positive 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.

Teachers should be use the house point system to encourage students to behave in a really positive way and engage with and enjoy their learning.

Yellow: Unwanted behaviour in the classroom

In the first instance, unwanted behaviour should be dealt with by the classroom teacher and sanctions applied. Students will be given a warning, involving a yellow slip or verbal warning by the classroom teacher. Sanctions could include being asked to 'cool off' for a maximum of 5 minutes outside the classroom. When a student has been placed on 'Yellow' the students will receive a break time detention of at least 10 minutes. Any student who is at Yellow will 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 assertive approach, seeking reconciliation as the endpoint of the unwanted behaviour to repair the relationship.

Amber: Unwanted behaviour continues despite warning

If behaviour continues to be unacceptable, and after a student has been warned of their behaviours, a student may be issued with an Amber warning by the class teacher. A possible reason for this could be that the student may have not responded to the teacher support or the student may have behaved in a poor way, such as arguing or answering back to a teacher. An Amber would also be issued if a student has failed to attend a break time 'Yellow' detention.

In this situation the student could be asked to work in a different classroom and the Subject Leader would become involved. If the student responds appropriately to working in another classroom then at this point of the situation parents will be contacted by the teacher or head of department, and a lunchtime detention will be issued as a sanction.

If the student does not respond appropriately in the other classroom or fails to attend the subject lunchtime detention, then an after school detention would be issued. When the after school detention has been issued by the teacher or subject area, parents will be notified the day before by the school office.

Other follow-up actions could involve the teacher or subject leader wishing to put the student on to a departmental report and the student would also need to spend time completing a reconciliation awareness sheet with the subject.

Red: Poor behaviour across a number of lessons

If a student is displaying poor behaviour across a number of lessons which is affecting their and the learning of others, 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. Possible outcomes for the students would be that 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.

Red: Serious incident and particularly poor behaviour

If behaviour is particularly poor and the teacher or member of staff deem their behaviour as serious and/or preventing other students from learning this will lead to a Red situation. The Head of Year may decide to internally isolate a student, in consultation with a member of the Leadership Team. This is a very 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 school restaurant to collect lunch. Parents will be informed by telephone of their child's isolation and they will be asked to attend a meeting with the Head of Year to discuss the issue.

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. This is always seen as a last resort in these serious circumstances.

Behaviour during break time and lunchtime

It is important for students to recognise break time and lunch time as opportunities to socialise and enjoy time with their friends. Sometimes it is appropriate for students to choose to read or work in the LRC. At all times it is also important for students to understand that they must be respectful and display good manners to staff, students and the environment.

If a student has made a poor choice out of lesson time, then the duty staff will inform the duty member of the leadership team and an appropriate sanction will take place. Students will receive a range of sanctions similar to those in the classroom. For example, if the inappropriate behaviour during break or lunchtime was a Yellow behaviour, then the student could have a short detention with the duty member of staff. If the behaviour was deemed to be Amber, then the student could be placed on report at break and lunch time, similar to Amber, or have a after school detention.

If a student's behaviour is deemed serious and/or putting other students at risk then a period of isolation or possible exclusion may be the sanction, similar to a Red behaviour in the classroom.

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. If there has been an issue involving two students, the Head of Year team will facilitate reconciliation between them.

Green Behaviour

Behaviour examples	Rewards	Follow-up actions	Who's Responsible?
<ul style="list-style-type: none"> Consistent engagement in lesson Consistently getting to extension tasks Fantastic presentation of class work and/or ILT Following instructions first time, every time Working hard and achieving well Contributing to community events 100% attendance 	<ul style="list-style-type: none"> House points Post cards within department and year group team Celebration breakfast nomination Post-card/letter/phone call home 	<ul style="list-style-type: none"> Contact home Nominations for final awards Recognition in year group assemblies Subject awards Tutor group and HoY awards 	Class teacher Head of Department Head of Year College Leadership Team

Before moving a student onto Yellow, please issue a verbal warning where appropriate.

Yellow Behaviour

Behaviour examples	Sanctions	Follow-up actions	Who's Responsible?
<ul style="list-style-type: none"> Poor manners Off task in lesson Not following instructions at first time of asking or not responding to a first warning Behaviour that distracts other students from focusing on their work Misuse of device e.g. playing noise or not using the right application Eating/chewing in class Unkind behaviour to other students Lack of punctuality or equipment 	<ul style="list-style-type: none"> Stand outside the classroom to 'cool down' for no more than 5 minutes Short detention, at the next available break time for 10 minutes 	<ul style="list-style-type: none"> Conversation between class teacher and student about behaviour Record on gateway and information for tutor 	Class Teacher

A student will need to have a warning about their behaviour before moving to a Yellow sanction

Amber Behaviour

Behaviour examples	Sanctions	Follow-up actions	Who's Responsible?
<ul style="list-style-type: none"> Persistent or continued yellow behaviours Failure to attend yellow detention Serious misuse of device, e.g. safeguarding concerns or distracting others from learning Disruptive behaviour that stops a student or others from learning Rudeness/answering back/arguing with adult Not attending a Yellow short detention Not completing an ILT after department warning 	<ul style="list-style-type: none"> Lunchtime detention in subject area Sent to another lesson within department – followed by a lunchtime detention with department If student doesn't attend the lunchtime detention, then an after central after school detention is set Central After school detention 	<ul style="list-style-type: none"> Behaviour awareness sheet by student and reconciliation conversation with class teacher Parental contact Subject or tutor report Teacher to log and refer to HoD on gateway 	Class teacher Head of Department

Red Behaviour

Behaviour examples	Sanction	Follow-up actions	Who's Responsible?
<ul style="list-style-type: none"> Persistent or serious amber behaviour – poor behaviour/attitude in 2nd classroom Amber behaviour across a number of lessons Abusive or aggressive language Graffiti and/or vandalism in school Physical aggression/violence Inappropriate sexual behaviour Homophobic, racist, or inflammatory language Serious misuse of device, other tech, or the school system 	<ul style="list-style-type: none"> Removed from the lesson by HoD, HoY or CLT Central After school detention Isolation for a period of time Internal/External exclusion where appropriate 	<ul style="list-style-type: none"> HoY or CLT report PSP – either formal or informal Parental meeting Governors intervention 	Class teacher Head of Year College Leadership Team

These are examples only, and reasonable sanctions can be put in place where a student's behaviour falls below required standards.