



ST. JULIAN'S
SCHOOL

Behaviour Policy

Created May 2022

1. Introduction and scope

Positive behaviour is a fundamental condition for effective teaching and learning to take place. At St. Julian's School students and staff have the right to work in an environment that is safe, respectful and enables all members of our community to thrive. To work towards our Reason to Believe: Learning Together To Shape A Brighter Future, we want all members of our community to develop attributes linked to the Shaper Profile. These positive behaviours linked to the 6Cs are what we expect of all members of our community in the way we conduct ourselves - these are our Positive Behaviour Expectations.

We expect parents to support the school in reinforcing positive behaviour.

This policy and the School's Code of Conduct applies to the behaviour of students when they are:

- At School
- Taking part in any activity organised by the school or related to the School
- Travelling to or from School
- Wearing school uniform
- In some other way identifiable as a student of St. Julian's.

This policy may also apply to students' behaviour at other times if it affects the orderly running of the School or the welfare of a member of the school community, or where the reputation of the School may be negatively impacted as a result of the student's behaviour.

This policy should be read alongside the St. Julian's Anti-Bullying Policy, Safeguarding & Child Protection Policy, Online Safety Policy and Mobile Phone Policy.

2. Positive Behaviour Expectations

The Positive Behaviour Expectations, outlined in the table below, set out the school's expectations for behaviour. Students are expected to behave courteously, considerately and with common sense at all times and particularly in their interactions with others, whether face to face or online. Everyone has a right to feel secure and to be treated with respect. With the exception of the disciplinary measures foreseen, the behaviour and sanction list in Section 6 is not intended to be comprehensive.

We are COMPASSIONATE	We are CURIOUS	We are COLLABORATIVE	We are COMMUNICATORS	We have COURAGE	We are CITIZENS of the world
We are kind	We are interested to learn about ourselves and the world around us	We celebrate success together	We are friendly	We are honest	We take care of our community and our environment
We treat all people with respect We ask questions	We ask questions	We learn from others	We are active listeners and we value conversation	We take responsibility for our actions	We have a responsibility to strive for a more just and inclusive society
We respect our environment	We try new things in order to learn	We understand the value of different perspectives and seek them out	We ensure everyone has a voice We are willing to take the lead	We are willing to take the lead	We are upstanders not bystanders
We think about how others are feeling (put ourselves in others' shoes)	We reflect on our mistakes and successes to improve	We believe in the power of teamwork and always aim to include all team members	We respect the views of others	We have grit and determination to always try our best	We seek to understand, respect and celebrate different cultures and experiences
We help others whenever we can	We are creative and seek innovative solutions to issues	We seek out and respect the contributions of others	We express our opinions clearly and with consideration for others	We have the courage to speak up respectfully when something is not right	We play an active role in service in the local and wider community
We understand that our actions have consequences	We are interested in the views of others	We find joy in learning with new people	We are willing to challenge ideas and opinions respectfully	We look after our mental and physical health so that we can lead a balanced life and develop resilience	We understand that school and society have rules which should be respected
We look out for one another	We want to develop our potential and be the best we can be	We can disagree respectfully / be critical friends	We critically evaluate the media we consume	We are independent	
We care for ourselves by looking after our physical and mental health and by organising our time	We seek feedback and act on it		We develop our skills to communicate in different ways	We ask for help when we need it	
			We understand that our words matter, including on social media	We try new things – take appropriate risks	

3. Reinforcing Positive Behaviour

Positive behaviour will be reinforced through a combination of rewards, restorative practices, and sanctions. As role models, adults in the St. Julian's School community have an essential part to play in the lives of the students, by:

- Prioritising the safeguarding of all students.
- Demonstrating and modelling positive behaviour and relationships.

- Showing respect to all members of the school community and making them feel valued.
- Providing specific, positive feedback.
- Always addressing instances of negative behaviour, in a calm and consistent manner.

4. Rewards

Rewards will be used to highlight and reinforce positive behaviours in line with the Shaper Profile.

Each section of the school has a tailored approach to rewards, including:

- Giving verbal praise, specifying the positive behaviour observed explicitly.
- Awarding merits or house points for a specified positive behaviour.
- Displaying/highlighting work or contributions in classrooms, assemblies, ceremonies and on digital platforms.
- Golden Time (Primary Section only).

5. Restorative practice

Restorative practice is a powerful and effective approach that focuses on resolving conflict and repairing harm through an inclusive learning process. This approach aims to develop emotional literacy, communication skills, and a sense of responsibility and accountability, through which all parties can learn and become good citizens. 5.2.

Restorative justice practice is based on 4 key concepts:

- **Respect** – for everyone, through listening and learning to value the opinions of others.
- **Responsibility** – Taking responsibility for personal choices and actions.
- **Repair** – Developing skills to identify solutions and self-regulate behaviour and make amends.
- **Reintegration** - Where relevant, to work through a structured process that aims to support students who have particular needs as regards behaviour, as well as all parties affected by the behaviour.

Support for this process will be available through class teachers, form tutors, Heads of Year / Phase Leaders, counsellors and other staff.

The use of restorative practice may be used in conjunction with a sanction.

6. Sanctions

The School may apply, according to the level of the student's behaviour, either a restorative or a disciplinary measure. Disciplinary measures are distinguishable from restorative measures because they have a punitive purpose and, therefore, shall be reserved for occurrences with a high level of seriousness.

Restorative practice involves taking restorative action. This may include the school

applying a sanction to support a student to take responsibility for their behaviour. Sanctions are used to highlight and interrupt unexpected behaviour that does not meet expectations.

Behaviour which leads to a sanction should always be recorded in the school's management information system. Sanctions will be applied using the framework below. Any disciplinary situation should be dealt with objectively, fairly and in a way which is appropriate to the student's age and personal circumstances. In all cases, a discourteous response, a failure to take responsibility for actions that are found to be in breach of the rules or persistent breaches may result in more serious sanctions being applied.

If a criminal offence is suspected the School has a responsibility to report details to the relevant authorities.

The table below is intended to broadly categorise the behaviours and corresponding sanctions, but the school will exercise professional judgement depending on the nature and severity of the incident and will also take account of previous incidents.

Example of behaviour (not a definitive list)	Level of behaviour	Sanction range examples
Disruption in lesson, such as talking over others or interrupting the teacher Lateness Homework issues Missing equipment Incorrect uniform or kit	Low-Level	Restorative conversation with student Phone call home Restorative action including time allocated for repair (for example, at lunchtime or breaktime) (recorded as a Learning Notification or Incident Notification)
Repeated Low Level Offensive language Threatening behaviour Truancy Plagiarism Accessing or sharing inappropriate material online Accessing another student's online account without permission Use of cigarettes, vapes, alcohol or drugs Vandalism Theft Malicious accusations against the School or staff	High-Level	Tutor / Head of Year report Phase Leader / Deputy Principal contact home Restorative action including time allocated for repair (for example, at lunchtime or after school) Internal suspension External suspension Possible permanent expulsion
Repeated High Level Supply of illegal or prescription drugs and alcohol Violent or aggressive behaviour Bullying (including cyberbullying) Carrying a weapon Racist, homophobic, sexist or otherwise discriminatory language or actions Sexual assault or abuse	Extreme-Level	Likely to lead to permanent exclusion

7. Safeguarding

The School will consider whether a student's behaviour gives cause to suspect that they or another child is suffering, or is likely to suffer, significant harm. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and therefore whether a multi-agency approach is appropriate. In either instance, the procedures set out in the School's Safeguarding (Child Protection) Policy should be followed.

8. Liaison with parents

Parents are notified via the Parent Portal, by email or phone call when there is a behaviour incident.

The School aims to work closely with parents in managing students' behaviour. Parents will always be contacted where a pattern begins to emerge or in the case of more serious offences.

9. Procedure for investigating High Level and Extreme Level behaviour incidents

High-Level

When a High-Level behaviour incident is reported to or observed by a teacher the teacher should seek support from the Head of Year / Phase Leader or Deputy Principal when deciding on next steps and appropriate intervention. Next steps should include:

- Ensure all students are safe - seek support from the surgery, counsellors or senior leaders if in doubt.
- Seek support of another teacher to witness any conversations.
- Immediately inform parents of the victim and suspected perpetrator of the incident and that an investigation is underway. Invite parents to come to school immediately to be present at the questioning of their child. If they are unable to come to school, and do not present a justification for their absence before the meeting, the child should choose a teacher advocate to be present during the questioning.
- Make notes of the behaviour, including time, location and details of those involved.
- Ask the victim, suspected perpetrator and any witnesses to write an account of what happened, and then sign and date the document.
- Inform parents of witnesses so that support can be provided.

Extreme-Level

For Extreme Level incidents a member of the section leadership team will take the lead. In serious cases that could lead to exclusion, the following additional steps will be taken:

- The Section Principal will identify a deputy principal to lead the investigation. Once the steps above have been completed, the deputy principal will form a Discipline Committee to analyse the evidence.

- The Discipline Committee should be composed of senior leaders and teachers with knowledge of the situation and of the student(s) involved. It is likely to include Deputy Principal, Head of Year / Phase Leader, Form tutor or other student advocate, Learning support representative, a second deputy Principal. Minutes should be written, but no audio or video recording of any form should be made.
- The Section Principal will inform parents of the suspected perpetrator of the following steps:
 - The Discipline Committee will analyse all available evidence and recommend next steps to the Section Principal using the framework above.
 - The Section Principal can accept or reject the recommendation and will communicate the decision to parents.
 - Parents have a right to appeal the decision by having a hearing with the Discipline Committee.
 - Following the hearing the Discipline Committee will reflect on their decision and communicate an updated decision to the Section Principal.
 - The Section Principal will inform the Head of School and the parents of the final decision.
- The parents can appeal the final decision to the Head of School.

Process timeline

- Investigations should start immediately and take a maximum of two working days. During the investigation phase students can be asked to stay home if their presence jeopardises the school's environment and/or the conduct of the proceedings. The student should be provided with online learning materials.
- If a Discipline Committee is needed to evaluate the sanctions, it should meet on the third working day and report to the Principal by the fourth working day. The Principal should review and make a recommendation to parents by the fifth working day.
- Parents have two working days to ask for an appeal, which should be heard the following day or as soon as the parents are able to attend.
- The results of the appeal should be communicated to the Principal within 48 hours of the appeal and the Principal should make a final decision within 72 hours of the time of the appeal.