

DE LA SALLE COLLEGE



BEHAVIOUR POLICY

“AND HE GAVE THE APOSTLES, THE PROPHETS, THE EVANGELISTS, THE SHEPHERDS AND TEACHERS.”

EPHESIANS 4:11

Compiled by: The Head of College	Last Reviewed: June 2025
Policy Holder: Mr A Cook	Next Revision date: June 2026
Oversight Governor: Kim Hewlett	Verification date: Ascension Term 2026

De La Salle College recognises its responsibility under the UN Convention of the Rights of the Child to act as duty holders to protect the rights of the child.

As such, this policy aims to treat every child fairly (article 2) and protect pupils rights to be safe (article 6) and to access their right to an education (articles 28 and 29). We aim to protect all students from any violence, abuse or neglect by those entrusted to look after them (article 19). Therefore, De La Salle College rejects the use of any form of corporal punishment.

Confidentiality

In the College's endeavours to safeguard and protect all students within our community, the College cannot guarantee confidentiality in matters relating to Pastoral care. If any member of staff has any safeguarding concerns for your son, either through conversation or observation, they are duty bound to report the concern to the appropriate safeguarding lead at the College, in line with the College Safeguarding policy.

Introduction

Inspired by the teachings of Jesus Christ, our commitment to fostering a positive and nurturing environment forms the cornerstone of our behaviour policy at De La Salle College. Grounded in Christian principles, we seek to create an atmosphere where each member of our community can flourish. Reflecting the essence of our mission, we remember the words from Matthew 5:16, 'In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Positive Behaviour Management Policy

In alignment with the teachings of Jesus in Matthew 22:39, our Positive Behaviour Management Policy reflects the Christian practice of treating others as we would like to be treated. 'Love your neighbour as yourself.' In alignment with the Christian teachings of love, compassion, and understanding, our Positive Behaviour Management aims to cultivate virtues such as self-discipline, kindness, and cooperation. Positive Behaviour Management is a clear set of rules defining conduct and behaviour that is explained to the children and understood by the staff. The staff model and teach pupils what is good to do, what is not good, what is safe, what angers or hurts, what pleases and what positive ways can be used to release anger and frustration.

Mirroring the lessons of Jesus in Matthew 7:12, our ultimate goals in Positive Behaviour Management include teaching self-discipline and nurturing self-esteem, fostering an environment where we treat others as we wish to be treated: 'So in everything, do to others what you would have them do to you,' as well as giving them an understanding of the consequences of their behaviour. When children are self-disciplined and self-directed; their needs and interests become clearer to them and to others. From this, a child-centred curriculum readily follows.

It is essential that Positive Behaviour Management is consistent, as this minimises confusion and ensures that children are clear about what behaviour is expected from them and from each other. To do this, the College aims to provide a warm, safe, happy and secure environment as a springboard from which learning can occur. To promote positive

disciplinary procedures for children, the staff will use positive techniques of guidance, redirection and reinforcement rather than promote comparison, competition or criticism. When behaviour management is positive, it does not damage self-esteem, but allows children to feel capable, competent and to experience pleasure from being around others. It takes into account the children's developmental understandings and abilities, recognising that needs and behaviours change as children grow and mature. Positive behaviour management praises and acknowledges caring, co-operative and desirable behaviours.

Staff should use positive language to direct children, for example, "walk inside" not "don't run inside". Language used does not label the child, but labels the behaviour, for example, "the way you behaved was not kind" not "you are a horrible person". Positive language can teach, give simple explanations and/or offer alternatives so that a child can make judgements and choices and thus, in time, wise decisions. It is based on self-control, not coercion. It leads to self-discipline, recognising that this is often a long, slow process. While the need for sanctions is inevitable, it can be minimised by addressing possible causes of inappropriate behaviour through sensitive and individual programming.

Some causes of inappropriate behaviour include; anger and frustration, boredom, desire for attention, imitation, tiredness, excitement, jealousy, social clumsiness, high activity levels and too much choice or lack of choice. The techniques we use for behaviour modification depend upon the personality of the individual child, their developmental level and the probable cause of the behaviour. The staff aim to provide children with an understanding of the limits of acceptable behaviour, the reasons for these limits, consistency in the management of our behaviour, and to provide good role models for acceptable behaviour. If children exhibit socially unacceptable behaviour the staff encourage alternative ways that allows all children to feel safe and secure in their environment.

Training and Strategies for Positive Behaviour Management (PBM)

As part of our dedication to continual professional improvement, we encourage staff members to stay informed about effective behaviour management techniques. PBM development opportunities are coordinated by Mr. A Cook, Assistant Head – Pastoral, who provides individualised, personalised, and bespoke support to staff. This support may take the form of one-to-one coaching, classroom observations with constructive feedback, tailored strategies for managing specific student needs, and collaborative problem-solving discussions. Rooted in Christian values, this approach helps nurture a positive learning environment, aligning seamlessly with the teachings of Jesus. External professional consultants are utilised as needed, and Mr. Cook remains a proactive resource, offering practical guidance, mentoring, and a wealth of behaviour management techniques to further enrich the positive learning atmosphere within the College.

In the Primary School, Mr Coutanche, the Headteacher, takes the lead in providing guidance and support. He collaborates with colleagues and seeks input from external advisers when necessary, ensuring a comprehensive approach to enhancing the positive learning atmosphere in alignment with the ethos of the school, in accordance with its core Christian values.

At De La Salle College, we believe that

- Everybody has the **right to feel and be safe**

- Everybody has **the right to dignity**
- All teachers have **the right to teach**
- All students have **the right to learn**
- It is **the responsibility of everybody** to make sure that we can **all enjoy these rights**.

Primary School Behaviour Policy

Throughout the Primary school, from Pre-Reception to Year 6, our behaviour expectations are as follows:

1. WE LISTEN
2. WE DO AS ASKED STRAIGHT AWAY
3. WE RESPECT AND WORK POSITIVELY WITH OTHERS
4. WE WORK TO THE BEST OF OUR ABILITY

Guided by the Christian virtues of listening, respect, and positive collaboration, our Primary School behaviour expectations are rooted in creating an environment where every child can embrace the teachings of Jesus. These expectations are integral to our positive behaviour management policy.

Copies are published in every classroom and in the “Setting Out Booklet” received by every parent when their son enters the school.

As they are expectations, pupils are not generally rewarded for achieving them. They are referred to throughout the school by every staff member.

Rewards/sanctions

As we strive to reflect Jesus' teachings in Matthew 7:12, rewards in the Primary School celebrate virtuous behaviours. From verbal praise to house points, we recognise and encourage actions that embody Christian values. Sanctions, approached with understanding and empathy, serve as opportunities for learning and growth.

Rewards

1. Pupils are recognised for making good choices in their day-to-day learning and living in the community.
2. Rewards can take many forms;
In **Pre-Reception**, making good choices is linked to an individual sticker chart and a class “Happy Learning Weather” display, which enables individuals to move from sunshine to thinking cloud, depending on behaviour. Verbal feedback and encouragement are always given and specific behaviours are identified and explicitly acknowledged, for example: “Thank you for sharing your game with your friend”, “Well done for taking turns” etc.
From **Reception to Year 6**, verbal feedback, stickers, raffle tickets for weekly class-based draws, house points (Years 3-6), being mentioned in the Superstar Spotting book (regularly read out in assemblies), mentioned in newsletters or notes home

celebrating good work or exceptional behaviour. Weekly achievement assemblies focus on 2 classes and comprise of certificates awarded for progress or achievement and a Leading Lasallian who is rewarded for epitomising Lasallian values. A Leading Lasallian lapel badge is awarded to these pupils. Exceptional pupils may receive a Lasallian Gold award for consistently exceeding all expectations in the school.

Sanctions

1. Sanctions are always age and stage appropriate. At the Early Years and Foundation Stage (Pre-Reception and Reception), language about “good choices/not good choices” should be used to support pupil development and give the skills and maturity to make decisions about their behaviour. It should be recognised that some children may not yet have reached the developmental level of being able to understand the impact of their behaviour on others, and the focus should be developing that understanding and skill set. Some children with specific SEN or developmental needs may struggle to achieve this level, and discussion needs to take place with parents and specialist support teams in such instances. Across the school, sanctions would be imposed for not achieving our basic expectations and would always begin with a reminder of how to behave. If further reminders are needed, the pupil may move down the “Happy Learning Weather” display, the class behaviour ladder or have their initials put on the board as a visual reminder/warning for that pupil (depending on age and class system). Time out (within class) or reporting to the parallel teacher (where appropriate) may also be considered. Children may be required to speak to or take some “time out” with a senior member of staff. Parents may be informed via homework diaries or, if appropriate, by phone call or at the end of the school day. **The Head teacher should only be involved after this process, unless the incident/behaviour is considered serious enough to involve parents.**
2. **Year 6** follow the above but, in addition, use coloured slips, which are seen as a part of their effective transition to the merit system used in secondary school. “Exceptional Performance Slips” are stapled into diaries and signed by a parent/carer. Half term “Positive Postcards” are given out to boys who have worked consistently throughout the period. These are stapled in diaries, to be signed by parents. If expectations are not met, a verbal reminder is given, followed by the pupil’s name written on the board. This is backed up with a reminder slip stapled into their diary and signed by a parent/carer. If expectations are still not being met, a tick will be placed next to the name. A blue slip will be stapled into the diary to be signed by a parent/carer. The consequence of this is a period of “Time out” at lunch time, being supervised by a TA/Primary Teacher.
3. **Inappropriate playground behaviours** are usually sanctioned by “Time out” of the playtime, where the pupil is required to stand for a period of time in a supervised area away from the play. The duration of the Time Out will depend on the behaviours observed or reported. Reconciliation may be required prior to a return to

play. Persistent or serious inappropriate behaviour may be reported to the class teacher, senior member of staff or Headteacher, as appropriate.

4. **A significant behaviour incident** – such as an assault, verbal or physical aggression to a pupil or member of staff, or significant destruction of property – may lead to suspension, as outlined in point 11 below.

Secondary School Behaviour Policy

Reflecting the golden rule emphasised by Jesus in Matthew 7:12, the Secondary School Behaviour Policy aims to foster a community where mutual respect is paramount. Grounded in Christian values, this policy seeks to guide students in their journey towards personal and academic excellence.

Basic Classroom Rules (these apply to all year groups from Year 7 – Year 13):

1. Uniform is checked as students enter the room and jackets/coats should be removed.
2. Students enter the classroom in an orderly manner.
3. Students are seated alphabetically (unless specific arrangements have been agreed in consultation with the HOD and HOH due to individual needs).
4. All lessons begin with a 5-minute silent starter activity.
5. Students raise their hands to ask questions and remain in their places unless given permission to move.
6. The students leave their bags in their locker during the school day.

Rewards

As students mature, our emphasis shifts towards intrinsic rewards rooted in personal satisfaction and growth aligned with Christian values. Positive marks awarded via Class Charts and personal recognition highlight exceptional efforts and behaviours that embody virtues such as compassion, leadership, and community service. That encouragement notwithstanding, any significant achievements and/or efforts may be rewarded by the work in question being put on display. Departmental teachers are encouraged, as part of their professional demeanour, to recognise and realistically praise all the genuine achievements and efforts of their pupils. Teachers are also encouraged to write a positive email home, as well as displaying examples of work as a more tangible reward.

Teachers award positive marks to all boys in Years 7 to 11 for good behaviour or achievement. These are recorded on the Class Charts system and contribute to various individual and year group rewards. Parents will receive a notification, via the Class Charts mobile app, each time their child receives a positive mark.

EXAMPLES WHERE POSITIVE MARKS MAY BE AWARDED:

1. Working above target in lessons
2. Excellent Verbal contribution in lessons
3. Fantastic collaborative work
4. Great progress in their work and in lessons

5. Excellent piece of classwork
6. Being on task and focussing on their work
7. Displaying perseverance and determination to succeed

*Receiving a positive mark is equal to **one** point.*

Please note: Positive marks should not be awarded for simply complying with our basic classroom rules; this is the minimum expectation of every pupil.

Outstanding Lasallian Award

Students may receive an 'Outstanding Lasallian Award'. This ties in with our Lasallian Identity framework, which has five core values. These are:

1. Concern for the poor and social justice
2. Faith in the presence of God
3. Respect for all persons
4. Inclusive community
5. Quality education

Students may receive an Outstanding Lasallian Award from any member of college staff who deems them to have made a significant impression in one or more of the following five areas:

1. Outstanding academic achievement.
2. Act of considerable kindness.
3. Respect towards others.
4. Commitment to faith.
5. Social justice / charitable work.

*Receiving an Outstanding Lasallian Award is equal to **five** points.*

Rewards & Sanctions – Key Stage 3

Rewards

Recognising the pivotal role of encouragement and positive reinforcement in cultivating an optimal learning environment, our Key Stage 3 rewards system is intricately crafted to celebrate and motivate students. Embracing the Christian values of affirming each individual's unique gifts and efforts, teachers commend enthusiasm, effort, and achievement in various ways. Students are acknowledged for setting new standards, exhibiting good conduct, showing helpfulness, and displaying leadership qualities, ensuring that the recognition aligns with their individual abilities and contributions. The aim is to instil a sense of accomplishment and reinforce the values we hold dear, promoting a positive and inclusive learning community.

We run a different Reward and Sanction system for students in Key Stage 3 (Years 7, 8 and 9).

- Each time your child earns a positive mark, the teacher will log this on the 'Class Charts' system and this will automatically be updated instantly on the parent and pupil app.
- The 12 boys in each year group who earn the most positive marks in an academic term will receive a Merit Badge (3 students from each House group) and will be invited to attend a reward afternoon e.g., bowling.
- Various other rewards will be given to students for accumulating and surpassing other positive mark thresholds. These rewards include receiving a merit pen, non-uniform day, personal letter from Head of House (HOH) or Assistant Head (Pastoral).

Rewards & Sanctions – Key Stage 4

Rewards

Recognising the importance of fostering a positive and motivating educational environment, our Key Stage 4 rewards system is thoughtfully structured to acknowledge and inspire students. Aligned with Christian values, which emphasise the appreciation of individual talents and efforts, teachers commend enthusiasm, diligence, and accomplishments in diverse ways. Students receive recognition for outstanding efforts and achievements on specific tasks, as well as for contributions that set exemplary standards for their peers. This approach ensures that commendations resonate with individual capabilities, encouraging a strong sense of achievement and promoting the Christian values integral to our school community.

We run a slightly different Reward and Sanction system for students in Key Stage 4 (Years 10 and 11).

- Each time your child earns a positive mark, the teacher will log this on the 'Class Charts' system and this will automatically be updated instantly on the parent and pupil app.
- The 12 boys in each year group who earn the most positive marks in an academic term will receive a Merit Badge (3 students from each House group) and will be invited to attend a reward afternoon e.g., bowling.
- Various other rewards will be given to students for accumulating and surpassing other positive mark thresholds. These rewards include receiving a merit pen, non-uniform day, personal letter from Head of House or Assistant Head Pastoral.
- In order to raise achievement and attainment in Years 10 and 11, we operate a prize draw once a term that has a number of prizes to be won.
- When a student has achieved a nominal number* of positive marks, they will receive one entry in to the end of term prize draw. The more positive marks received will mean additional entries to the prize draw. There is no limit to the number of entries that one student can have.
- Each raffle will take place at the end of the term in the School Achievement Assembly.
- 'Dress Down Mondays' – This is an award only given to those KS4 students who achieve a significant number* of positive marks throughout a term. These

students are then allowed to wear non-uniform on a Monday for the following half term.

**Totals are subject to change, depending on fluctuations in total number of positive marks awarded to KS4*

Behaviour Protocols – All Students

In cases where corrective measures are necessary, when addressing behavioural challenges, our approach is infused with Christian values. Sanctions are viewed not merely as consequences, but as opportunities for reflection and redemption, echoing the compassionate teachings of Jesus, bringing about personal positive change.

Sanctions – Forgetting equipment

If a student fails to bring to a lesson his pencil case, pen, exercise book or text book etc., then the pupil should receive a warning. If he continues to fail to bring the correct equipment, he may be issued with a demerit via Class Charts, which will in turn notify parents, via the parent/student app, of the misdemeanour.

Sanctions – Behaviour

Under normal circumstances, problems with pupils' work or behaviour in the classroom should initially be dealt with by the class teacher, and then, if necessary, by the Head of Department (HOD). The class teacher may use any of the following sanctions.

The order of progression through the sanctions should be as follows, unless professional judgement has been used in consultation with HOD and or HOH:

Subject Teacher in the classroom

1. **Negative mark noted on Class Charts and 1st verbal warning.**
2. **2nd negative mark noted on Class Charts and final verbal warning given.**
3. **Demerit.** These are completed by the classroom teacher on the 'Class Charts System.' A notification is sent to the parent's app, at the end of the school day, detailing the cause of the Demerit and indicating the consequence of his poor behaviour. This may be;
 - **Break time detention**
 - **Lunch time detention**
 - **30m after-school detention (HOD)**
 - **45m after-school detention (HOD)**
 - **1hr after-school detention (HOD)**
 - **30m after-school detention (HOH)**
 - **45m after-school detention (HOH)**
 - **1hr after-school detention (HOH)**

Head of Department

The Head of Department should be available to the classroom teacher to provide solutions to behavioural issues as required by the classroom teacher/pupil. They may decide to issue:

4. **Department sanction** - for example, a one-hour after-school detention (as noted above).
5. **Parents are contacted after consultation with the Head of House.**
A note of the telephone conversation should be logged on Provision Map by the relevant teacher.
6. **Head of House may issue an after-school detention** (as noted above).
7. **Target Sheet** - This will be actioned (via Class Charts app) when a student receives a total of 6* demerits in one term. The Head of House may place a boy on a Target Sheet that will monitor performance in a specific area.
8. **Report Book** - This will be actioned when a student receives 70 negatives or 12** demerits in one term— if a pupil has received a number of Head of Department or Head of House detentions, he may be placed on a report book. The relevant Head of House will communicate this with parents.

*HOH will use their professional judgement on instances where a target sheet may be required before the stated threshold is reached by a student.

**HOH, in consultation with the Assistant Head (Pastoral), will use their professional judgement on instances where a report book is required as a behavioural intervention for a student before the stated threshold is reached.

Assistant Head Teacher (Pastoral)

On occasions when behavioural challenges persist, the **Assistant Head (Pastoral)** intervenes with the aim of fostering positive change. Detentions and, in serious cases, suspension, are administered in accordance with Christian values, emphasising personal growth and the restoration of positive behaviour.

The following sanctions may be considered:

9. **Assistant Head (Pastoral) detention**, which will take place after school on a Friday.
10. **Head of College detention** and at this point, parents will be involved. Normally, such a move should only be contemplated after the imposition of other, less drastic sanctions has not brought the desired result. Saturday detentions will only be issued by the Head of College, Deputy Head or Assistant Head.
11. **Suspension** - in certain serious cases, it may be appropriate for a pupil to be suspended from their lessons. **Assistant Head (Pastoral) or Head of Primary will sanction internal suspension** and the Head of College will make a decision when it is necessary for an external suspension. In an instance where a suspension is deemed appropriate, the matter will be dealt with in accordance with the Disciplinary Policy. At this point, parents will be notified, by the relevant Head of House in Secondary or the Headteacher in Primary, that a serious incident has happened and an investigation is underway. Please see the Disciplinary Policy for further details. Where a decision to suspend has been made the parent will be informed by telephone and offered a face-to-face meeting if desired.