

BEHAVIOUR POLICY

Aims

- To promote good behaviour, self-discipline and respect so that the school is a place where effective teaching and learning can take place and all members of the school community can benefit from all the opportunities offered at the school and can feel safe and appreciated.
- To ensure that students understand and embrace the principles that underpin the Equality Act 2010
- To encourage the personal and moral development of students in line with the school ethos and mission statement and the code of conduct written and agreed by the school community (through School Council)
- To prevent bullying (see also Anti-Bullying policy)
- To ensure that students complete assigned work.
- To provide an outline of the rewards for appropriate behaviour and actions and sanctions for inappropriate behaviour.
- To set out the systems that support students in adopting appropriate behaviour.

Scope of this policy

The Behaviour policy applies in school, on school related or school organised activities, school buses, and anywhere that a student can be identified as belonging to the school and at any time where a student could pose a danger to members of the school community, have repercussions for the orderly running of the school or adversely affect the reputation of the school. Child on child abuse comes under the scope of this policy and the Anti-Bullying policy.

All staff in the school whether teaching or support/administrative staff have a responsibility to require students to uphold the behaviour expected of them. This responsibility also extends to any volunteer or person who the Headmistress has temporarily put in charge of students. They have the authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.¹ Underpinning the School's Behaviour policy is the requirement that all members of the school must obey the laws of the land. Failure to do so may endanger a student's place at the school. The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs and/or disability (SEND)

This policy follows advice given in Behaviour in schools: Advice for headteachers and school staff (2024), Searching, screening and confiscation (2022), The Equality Act and Schools (2014) and Use of reasonable force in schools (2013) Mental health and behaviour in schools (2018)

Other relevant policies: anti-bullying policy, equal opportunities policy, safeguarding-online safety, safeguarding-child protection, drug and substance misuse policy for students, exclusion policy, pastoral care policy.

Other relevant documents: Section handbooks, student planners, any temporary procedures introduced in light of prevailing circumstances e.g. pandemic, emergency school closure.

¹ Section 90 and 91 of the Education and Inspections Act 2006)

Key expectations of Behaviour

Students are expected to:

- be kind and respectful to all members of the school community
- be helpful and responsible
- act in a safe manner and promote safety
- respect difference
- be punctual to lessons and bring all necessary equipment
- put their best effort into their learning, handing work in on time
- not interfere with others' learning
- wear uniform or apply the dress code correctly
- treat their own and others' property with respect
- treat the school site/facilities with respect
- adhere to all of the relevant policies and protocols e.g. anti-bullying policy, acceptable IT use policy, drugs and substance abuse policy.

Bullying

All forms of bullying as defined in the School's Anti-Bullying policy are unacceptable and will be dealt with as set out in the Anti-Bullying policy. Violence towards other members of the school community, staff and students, is not tolerated.

Key principles in managing behaviour

We seek to recognise and praise good behaviour. Where behaviour needs addressing, staff are encouraged to listen and support a student in understanding the implications of their behaviour in order to create lasting positive change. We aim to treat students as individuals and take into account individual needs without compromising the welfare of other members of the school community. School systems include rewards for good behaviour and a range of sanctions for poor behaviour. Where sanctions are awarded, the reason for them is explained to the student.

Staff are expected to act at all times in accordance with the staff code of conduct, this includes:

- recognising and rewarding positive behaviour
- setting clear expectations of behaviour in their classrooms and around school.
- expecting high standards of behaviour from students and where students fall short, acting to address issues.
- being consistent and fair, using the policy for guidance and consulting as needed.
- working with students, other colleagues and parents as needed to support the students to behave to the standards expected.

Management of behaviour systems

All staff must read the school behaviour policy as part of their induction and this is discussed with them by the Deputy Head Pastoral when inducting new staff. Teaching staff are responsible for managing behaviour both within their classroom and around the school.

In addition to managing behaviour, staff are expected to bring any repeated or significant poor behaviour to the attention of the relevant Head of Department and/or Head of Section, as appropriate. This will include making a record of the behaviour and any actions taken on CPOMs.

Heads of Department have oversight of behaviour in their curriculum area and work closely with Heads of Section (and Deputy Heads of Section/ Head of Y9) to determine whether a student needs subject specific or wider support and action. Heads of Section liaise directly with the Deputy Head Pastoral. Where a serious incident has occurred, the Deputy Head Pastoral will inform the Headmistress that it has taken place. In these cases, an investigation may be necessary before action is taken. Working with other relevant staff, the Deputy Head Pastoral will draw together information to present to the Headmistress for her decision on a course of action, including considering awarding a serious sanction.

SYSTEMS TO PROMOTE GOOD BEHAVIOUR

Expectations of behaviour are explained in the students' planners. A copy of this is available for parents in the parent portal. School Council writes the student code of conduct that summarises the key expectations of students in their behaviour. School Council also writes the classroom rules that sets out how students should behave in their classroom and form room. Form Tutors should ensure that students read this information, including new students joining during the academic year.

1. Rewards (further detail can be found in the extended version of the behaviour policy on the staff intranet)

In addition to personal praise the school has the following mechanisms for rewarding good behaviour:

- House Points, awarded for positive behaviour in a wide range of contexts
- Departmental praise: awarded by subjects for helpful behaviour, progress, effort or achievement e.g. a postcard sent home
- Junior Department-star of the week, Y9 form member of the term-kindness, Sections award 'good egg' (voted by peers),
- Excellence book: read out in assembly by the Headmistress and then signed in her office
- Commendations: (Middle School and Sixth Form) meeting with the Headmistress and a letter sent home.
- School colours: school and extra-curricular.
- There are some prizes at Prize Giving that reward positive behaviour and contribution to school life.

Behaviour is a consideration when positions of responsibility are being awarded. In addition, achievements both within and the beyond the school are recognised weekly in assembly.

2. Sanctions (further detail can be found in the extended version of the behaviour policy on the staff intranet)

Where behaviour is of concern a teacher should assess the level of concern. In most cases they should address it within their classroom, and it may or may not be reportable. If the behaviour in a lesson is more significant or repetitive they should report it verbally to their Head of Department and then inform the students' Form Tutor and Head of Section of the nature of concern and the action taken. This should be done through CPOMS. Reporting in itself is not a sanction and this should never be used as a threat.

Most misbehaviour will be explored through a detailed conversation with a student. Thereafter the following actions and sanctions may be deployed, as appropriate.

- restorative justice e.g. letters of apology, personal apologies
- 'making good' e.g. clearing up after themselves, restoring natural hair colour, removing nail varnish
- confiscation
- withdrawing permission e.g. use of a room, use of Joint Bus Service, early afternoons (Sixth Form)

- going 'On Report', targeted to address the specific behaviour issue
- behaviour contract
- detention (in accordance with level of seriousness of offence)
- withdrawal from a lesson to a place of supervision
- formal letter on student file
- exclusion (See Exclusion policy)

Students attending residential trips sign an additional code of conduct that they have to abide by which has further sanctions e.g. being sent home at parents' expense.

The school has a Serious sanctions book, kept in the Headmistress' office which records the sanctions imposed for serious misbehaviour.

Where a student has engaged in a malicious accusation against a member of staff the school will treat this as serious misbehaviour and sanction accordingly. The procedure for disciplinary action against students who are found to have made malicious accusations against school staff is contained in the Safeguarding Policy (Child Protection).

Searching, screening and confiscation and banned items (further detail in the Searching, screening and confiscation protocol in the extended version of the behaviour policy on the staff intranet)

The Headmistress and/or staff authorised by her have the right to search students or their possessions, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Students in years 5-10 hand in their phones every morning. Students in these year groups will have their phone confiscated if they are found to have them during the day. Students who contravene the uniform code will have items e.g. jewellery confiscated.

Reasonable force and restraint²

All members of school staff have a legal power to use reasonable force. Reasonable force could be used to prevent a student from hurting themselves or others, from damaging property, or from causing disorder. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

In the unlikely circumstances of reasonable force or restraint having been used, the member of staff should immediately inform the Headmistress and record the event. The School would then contact the parents of the student concerned.

The School rejects the use of corporal punishment and under no circumstances will any form of corporal punishment be used.

3. Effective communication

Staff can report concerns through CPOMS. Regular meetings both in departments and pastoral section meetings ensure that students are discussed, good practice is shared and common clear expectations set.

4. Effective pastoral support

² Section 93, Education and Inspections Act 2006

Students who are struggling have a range of people to talk to-this is outlined in their planners and explained in assemblies and form time. The structure of the school into sections supports this. (see pastoral care policy)

5. Use of student voice

All students have the opportunity to contribute to the Code of Conduct (Appendix 1) and the guidelines for learning spaces through School Council who write both of these documents.

6. Partnership with parents and outside agencies

The school sees a close working relationship with parents as being key. This is particularly important if a student is struggling to behave in an acceptable manner. Phone calls, emails and meetings with parents form a key part of the support network for a student who has misbehaved.

Where appropriate the school either engages in support or responds to outside agencies e.g. CAMHS, LCSS or individual medical support/therapy.

7. Transition

The school seeks to ensure that they have clear information from feeder schools so that they can support a student as they make the transition to St Helen's. For most students there are either induction or intake session where the behaviour requirements are part of the induction process.

8. Induction of staff

This policy is given to staff joining the school and referred to during the induction training.

Dissemination

A copy of this policy is available on the main school website; students, parents, staff and governors are made aware of this. It is also available in extended version on the staff area of the intranet.

Governor scrutiny of implementation

This takes place through Governor visits to school, including lesson visits and events, and the annual review of this policy. The Safeguarding Governor regularly checks the serious sanctions file.

Policy last reviewed.....Trinity 2024
Next review date.....Trinity 2025
Person responsible for review.....Deputy Head Pastoral
Audience.....Governors/staff/parents/students

Appendix 1: Code of Conduct

- Prioritise being kind to everyone and yourself.
- Treat everyone with equal respect and respect difference.
- Be honest with yourself and others.
- Take responsibility for yourself and learn from your mistakes.
- If you make a commitment to something, stick to it.
- Persevere and try your best with work.
- Be courageous in your learning and challenge yourself.
- Aim to maintain a balanced perspective.
- Never give up on yourself, others, or the school.
- Look after your possessions, respect other people's possessions and the school environment.
- Take responsibility for your own environmental impact.
- If you are worried about something or someone do not feel you have to carry the burden alone – share it with an adult.
- Be open to change and be open-minded.

Reviewed by School Council Trinity 2023

More detailed guidance for students on how the school operates is available in their planners. A copy of this guidance is in the staff handbook.