



St Olave's Grammar School

Behaviour Policy

Introduction

This policy sets out clearly the expectation of behaviour and social relations in the school. The key aim is to create and maintain a community which is considerate, where interaction is based on mutual respect, and which fosters good learning and teaching.

We have the highest expectations that our pupils will behave with courtesy and consideration for others in and out of school. We believe that in order to enable effective teaching and learning to take place it is essential that we promote and maintain the highest standards of behaviour. We acknowledge and reward the good work and behaviour of pupils and seek to create a caring, safe and happy learning environment in school by:

1. Encouraging all members of the school community to show consideration for others.
2. Encouraging pupils to acquire self-discipline, taking responsibility for their own actions and choices.
3. Encouraging pupils to respect the customs and regulations of the School and have proper regard for authority.
4. Fostering a set of shared values among staff, pupils, parents and the wider community.

The School will endeavour to:

1. Make explicit the philosophy underlying the School's system of rewards, punishment and pastoral provision.
2. Encourage staff to recognise and praise good behaviour as well as dealing with bad behaviour, and to ensure that punishment, when needed, is appropriate and applied in a fair and consistent manner.
3. Ensure that staff, pupils and parents know, and understand the reasons for, the School rules and code of conduct.
4. Promote early intervention in case of breaches of the rules.

The School has a published set of rules that are the framework for good behaviour and appearance, as well as promoting high standards. Courtesy, safety and common sense are the basis of the rules, which are applied fairly and consistently.

Statutory Powers

The School's statutory powers regarding behaviour and discipline are set out in the Education and Inspections Act 2006, supplemented by the Department for Education's 'Ensuring good behaviour in schools' (April 2012). These powers give any member of staff in lawful control of children the right to regulate pupils' conduct and impose sanctions. Powers shall be exercised 'reasonably and proportionately'. Where reasonable this power extends to pupils when outside of school (for example on school trips, travelling to and from school, representing the school at sports' fixtures). These powers include the right to:

- Detain pupils on weekdays (after the normal school day has ended), weekends, or staff days. There is no requirement for 24 hours' notice.
- Detain pupils at lunchtime provided that lunchtime detentions are not of such duration that a pupil misses the opportunity to eat.
- Confiscate articles ('seize, retain or dispose of') with authority from the Head Teacher.
- Search a pupil for prohibited items, using reasonable force if necessary, without consent (Violent Crime Reduction Act 2006).

Roles and Responsibilities

1. **Pupils** are expected to take responsibility for their own behaviour to enable staff to teach and promote learning without interruption or harassment. They will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
2. **Staff**, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head Teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head Teacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. The Head Teacher will treat failure by staff to apply the policy as a serious dereliction of duty.
3. **The Head Teacher** will be responsible for ensuring the implementation and day-to-day management of the policy and procedures. The Head Teacher and SLT will oversee support for staff faced with challenging behaviour.
4. **The Governing Body** has established in consultation with the Head Teacher, staff and parents, the behaviour policy and will keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that the expectations are clear. Governors will support the School in maintaining high standards of behaviour.

5. **The Governing Body, Head Teacher and staff** seek to ensure that there is no differential application of the policy and procedures on any grounds, including ethnic or national origin, culture, religion, gender, disability or sexual orientation. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
6. The School values a close relationship with **parents, guardians and carers** and they will be expected to work in partnership with the School to assist in maintaining high standards of behaviour. Parents will have the opportunity to raise with the School any issues arising from the operation of the policy. Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school, including those in respect of behaviour and attendance. Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. For school-registered pupils parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.
7. In the interests of supporting young people, referrals may be made to **External Agencies (including the Police)** with the aim of identifying the best resolution of problems that cannot be dealt with in school.

Rewards

There are many opportunities to reward and acknowledge effort, achievement and good behaviour. These include:

- **Praise** - Praise will be given for the behaviour we want to see more of and for pupils doing the right thing.
- **Merits / Commendations** - Merits may be given to pupils in Years 7 – 8 for: work of a high standard; exceptional effort; a marked improvement in school work; exemplary behaviour; a marked improvement in behaviour; being helpful to staff or other pupils. Merits contribute to house points and are recorded in reports to parents and enable pupils to receive certificates.
- **Key Stage Three Certificates** - Key stage certificates are awarded termly in the Lower School by each subject. They are awarded for both effort and achievement to four pupils per class in each subject.
- **House points** – In the Middle School House points are issued for effort or a minor achievement
- **Commendation Slips** - In the Middle School and Sixth Form merits are replaced by Commendation slips which may be given for the same reasons although not as liberally as merits. Commendation slips are recorded centrally and on School IPM Full Reports.
- **Commendation Certificates** - Commendation Certificates are awarded on three occasions in the Middle School. **All teachers of Years 9, 10 and Year 11 classes** award certificates for attainment and effort to between 5 and 10 per cent of their group. Pupils with the highest number of rewards receive their certificates from the Head Teacher.
- **Commendation Letters** - In the Sixth Form commendation letters are awarded on two occasions. All teachers of Years 12 and 13 are required to nominate commendations for 5-10% of AS/A2 cohort based on effort and 5-10% of AS/A2 cohort based on attainment. Letters are signed by the Head Teacher.
- **Prizes and Other Awards** - Outstanding academic and extra-curricular achievements are celebrated by announcements and presentations of Full Colours, Team Colours and certificates in assemblies, prizes at Lower School Celebration Day and Prize Evening, articles in the School Magazine and in weekly and termly newsletters, and displays around the School.

Pastoral Support

The School recognises that pupils with emerging serious academic / behaviour concerns may benefit from pastoral support. School-based strategies which can be offered to pupils to support sustained improvements in progress and behaviour (and therefore learning) include:

- Meetings with pupils and parents (which may include setting targets)
- Yellow daily report (issued by tutors)
- Red daily report (issued by the Head of Year)
- Targeted teaching strategies or curriculum resources
- Subject support clinics
- Behaviour mapping (identifying any specific points during the school day where behaviour deteriorates)
- Mentoring programmes including Peer Mentors, Sixth Form “Buddies”, Form Prefects or SLT Mentoring
- Withdraw from lessons for individual or small group support
- The use of the School Chaplain (in school on Monday, Wednesday and Friday)
- The use of the School Bromley Wellbeing Practitioner and Trailblazers
- CAMHS (Child and Adolescent Mental Health Services) – following consent from pupils/parents/carers

Pupils at risk of failure at School from disaffection or of permanent exclusion from the School will be placed on a Pastoral Support Programme (PSP). A plan will be agreed between the School, the pupil and parents/carers (and outside agencies where appropriate) and in the most serious of cases the Local Authority and other external agencies. Plans will normally last 8 weeks and will involve the setting of short term SMART (specific, measurable, attainable, relevant and timely) targets which will be closely monitored and reviewed mid-way through, and at the end of, the agreed time period with the pupil and parents. In these cases the School may also use the following strategies:

- Use of other outside agencies including education welfare officers, social services, child protection, health services, including mental health, drugs teams and community police
- Flexible Schooling - At the discretion of the Head, a system of flexible schooling can be initiated where the pupil remains on roll but the majority of his education takes place elsewhere, including at home
- Managed move - where the parents and the pupil agree that a move to another school may be in the best interests of the pupil.

Sanctions

In cases of misbehaviour, both in school or when off site (under certain circumstances), or inadequate work, the School will use a range of sanctions. Crucial to our system of sanctions is the principle of proportionality. A member of staff who refers a matter to a member of the pastoral team will be given full support and an explanation of action to be taken. Such action will depend on the severity of the incident, the pupil's previous record and any extenuating circumstances. A record of any reported incident will be kept in the pupil's file.

The following examples are not meant to be prescriptive but should serve to give some indication of when a particular sanction might be used. It is important to state that a pupil's previous record will be taken into account and it is, therefore, consistent to have similar infringements resulting in different punishments. These will include:

Reprimand (all staff)	walking on grass; running in corridor
Demerit (all staff) (Years 7-8 only)	minor misdemeanour; uniform infringement
Standards (all staff) (Years 9-11)	Minor misdemeanour; uniform infringement; disruptive behaviour
Late Detention (Form Tutor)	after four lates in one term (at discretion of HoY) <i>modified regulations apply to Year 7</i>
Private Detention (all staff)	poor work effort in class one-off failure to produce homework
Faculty Detention (all staff)	persistent failure to do homework missing internal coursework deadlines poor behaviour or attitude in lessons failing to attend Private Detention
Withdrawal of privileges (e.g. not being allowed to take part in school trips) (Form Tutor / Head of Year)	misuse of Year 11 Form Room or Sixth Form Areas Sixth Form work and attendance issues persistent bad behaviour (in addition to other sanctions)
School Detention (all staff)	disruptive behaviour failing to attend a Faculty Detention three demerits in a term loss of Pupil Planner or not having Planner on request three standards
Saturday Detention (Assistant Head Teacher)	missing a lesson, assembly or other timetabled activity smoking

	deliberate damage to school property
	three school detentions in a term
	persistent issues of punctuality
	inappropriate language in the presence of a member of staff
Internal Exclusion	truancy
(Assistant Head Teacher)	persistent bad behaviour
	plagiarism
	refusal to comply with the request of a member of staff
	three Saturday detentions across the academic year
Fixed Term Exclusion	serious breaches of the school's behaviour policy which may
(Head Teacher)	include:
(This may result in a final written	swearing at a member of staff
warning)	violent or abusive behaviour
	persistent defiance
	theft
	bullying
	vandalism
	serious breaches of the School's Network User Agreement
	conduct which brings the School into disrepute
Permanent Exclusion	serious breaches of the School's behaviour policy following a
(Head Teacher)	final written warning
	Exceptional circumstances where it may be appropriate to
	permanently exclude a pupil for a first or 'one off' offence
	include:
	<ul style="list-style-type: none"> • serious actual or threatened violence against another pupil or a member of staff • sexual abuse or assault • involvement with illegal or unauthorised drugs (including possession or dealing). This would include, for example, so called 'legal highs'. • carrying an offensive weapon (e.g. knife/baton) • BB guns brought onto the school site • fireworks brought on to the school site

Persistent Offenders

The following pattern ensures that persistent offenders eventually reach the higher level punishments.

- Three demerits in one term leads, at the discretion of the tutor, to a School Detention.
- The third School Detention in one term becomes, at the discretion of the Head of Year, a Saturday Detention.
- Three Saturday detentions across the year becomes, at the discretion of the Assistant Head Teacher, an internal exclusion.
- At any stage a number of other strategies are available to the pastoral team (see Pastoral Support section).

Procedures for putting pupils into detention are contained in the Staff Handbook.

Exclusions

An internal exclusion from lessons will mean that the pupil has to work outside the Head Teacher's (or a member of SLT's) Office from 8.30am until 4.30pm.

The Head Teacher decides whether to exclude a pupil, for a fixed term or permanently, in line with this behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Before deciding whether to exclude a pupil the Head Teacher will:

- Ensure that an appropriate investigation has been carried out.
- Consider all the evidence available, including written statements, investigation reports and the pupil's school file, taking account of the School's Behaviour and Equal Opportunities Policies and the Equality Act 2010.
- Allow the pupil to give his or her version of events taking care that questioning techniques are not oppressive, based on leading questions or conditioned by threats of punishment. In some cases a parent or other adult (e.g. pupil's Head of Year) may be invited to be present during the interview.
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment.

The Head Teacher may exclude a pupil if satisfied that, on the balance of probabilities, the pupil did what she or he is alleged to have done and the matter is serious enough to merit such a sanction.

Parents have the right to make representations to the governing body about an exclusion and the governing body (through its discipline committee) must review the exclusion decision in certain circumstances, which

include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents are required to attend a reintegration interview after any period of fixed term exclusion.

Search Powers

School staff can search pupils with their consent for any item. This will normally be a member of the Senior Leadership Team, where possible of the same gender as the pupil and in the presence of another member of staff.

Head Teachers and staff authorised by the Head Teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a 'prohibited item'. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Confiscation

School staff have the right to seize any prohibited item found as a result of a search inappropriate items (see section on search powers).

School staff have the right to confiscate any item, however found, which they consider harmful or detrimental to school discipline. When an item is confiscated a record of the incident will be made by the member of staff involved and a copy kept on the pupil's file. Items of obvious value will be labelled and stored in the School's safe until they are returned to the pupil. In most cases confiscation is a sufficient sanction, and return of the item at the end of the lesson or school day is adequate time to reinforce the school rule.

Weapons, knives, illegal drugs and extreme or child pornography will always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item. If the school chooses not to return an item at the end of the school day then parents will be informed in writing. In some cases a responsible family adult may be asked to retrieve the item. This will be followed by a letter to the parents confirming the reasons for confiscation.

Serious Incidents

Incidents of a very serious nature (normally those that would be reported to the police) must be reported to the Local Authority using the *Bromley School Incident Form*. The School works in partnership with the police through our school's police liaison officer. The School may inform the police when any offence of a criminal or anti-social nature has taken place. The School is obliged to give the police any evidence of a criminal act discovered in the course of a search under the Violent Crime Reduction Act. This might include drugs.

Physical Violence

In any incident of physical violence a record must be kept in the file of the victim as well as in the file of the perpetrator. The victim's parents must be informed of the steps taken to deal with the matter. Similarly, where both parties are held to be culpable, a note of the incident and the action taken should be recorded in both files. Normally all parties involved in a fight will receive the same punishment unless, in the professional judgment of the investigating member of staff, there are mitigating circumstances.

Use of reasonable force or restraint

The school does not advocate the use of physical restraint of pupils. An underlying principle of this policy is to create an ethos where it should not be necessary. Only in exceptional circumstances will physical intervention be used:

- to prevent pupils from committing a criminal offence
- to prevent pupils from injuring themselves or others
- to prevent pupils from causing a damage to property, including their own property
- as a last resort, when all other de-escalation strategies (including positive handling techniques) have proved ineffective in preventing a pupil from engaging in behaviour which disrupts the good order and discipline of the school
- to remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- to prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

If required to use physical intervention, staff will:

- Use the minimum force necessary, proportional to the circumstances
- Use as an act of care, and not as punishment

Action in Respect of Unfounded or Malicious Allegations by a pupil against teachers and other staff

If an allegation of abuse against teachers and other staff is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head Teacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil.

Years 7 to 11

The school's expectations of pupils in the main school are set out in the **Rules and Regulations Policy for Years 7 to 11**, which includes the **Home-School agreement**.

Sixth Form

The School's expectations of Sixth Form pupils are set out in the **Rules and Regulations Policy for Sixth Form**, which includes the **Sixth Form Agreement**.

Complaints Procedure

Any complaints regarding the application of this behaviour policy should be made in writing to the Head Teacher.

APPENDIX

COVID 19

School recognises COVID 19 presents the school community with numerous challenges. School will continue to offer provision on site for children of key workers and the most vulnerable children. As school gradually opens up to Years 10 and 12 the following needs to be noted

- Any student deliberately not following School's guidance regarding how to safely be in school will be excluded and asked to leave school. Parents will be made aware. The student will only be allowed to return to school once school feels confident such behaviour will not be repeated.

The list below is not an exhaustive list however it outlines the key practices students need to follow when in school during COVID 19 pandemic.

- Students should only enter the building in the allocated area
- Students must either wash their hands or use hand sanister when entering or leaving the building
- Students must follow the one-way system in place in school
- Students must only use the allocated year group water fountains in school
- Students must whenever possible remain in their allocated area
- Sixth Form students must sign in and out using the App as they arrive and leave the school site
- Students must not touch other students
- Students must not deliberately cough on someone else