



# **ST. HELEN'S BEHAVIOUR POLICY**

## **1. RATIONALE**

Respect for the individual, for others, for learning and for the environment is the rationale of this Behaviour Policy. The School works in partnership with parents and within a friendly, secure and disciplined environment to encourage every girl to act with integrity, responsibility and concern for others.

## **2. OBJECTIVES**

- 2.1 To respect oneself
- 2.2 To respect other people and their views
- 2.3 To enable learning to take place
- 2.4 To care for the environment of the school

## **3. SUCCESS CRITERIA**

The policy will be considered to be successful if:

- 3.1 standards of behaviour at St. Helen's are high
- 3.2 there is an understanding of the sensitivities of others
- 3.3 pupils have self-esteem, self-discipline and self-confidence
- 3.4 there is a decline in bullying
- 3.5 there is a respect for others, for learning and for the environment

## **4. METHODOLOGY**

### **4.1 Implementation**

The good behaviour of pupils is the responsibility of all staff, both in the classroom and around the school. Good relationships between staff and pupils and between pupils and pupils are fostered by the school's Pastoral System and staff encourage the highest possible standards in collective and self-discipline via this framework. PSHCE in particular provides a forum for discussion and guidance.

The curriculum promotes attitudes and values to enable pupils to contribute positively to their own personal development and to that of the school.

The Code of Conduct, Expectations for Student Behaviour and Rewards and Sanctions Systems are reinforced at the beginning of each academic year outlining the expected behaviour in all aspects of school life

The School Council helps to give pupils a sense of involvement and citizenship and enables them to have an input into behavioural issues if desired.

Section and Departmental Meetings provide an opportunity for staff to share problems that they may have with specific pupils and strategies for dealing with them.

Staff on duty during break and lunch times and staff leading extra-curricular activities ensure appropriate behaviour outside the classroom.

## **REWARDS**

Rewards are very powerful tools for promoting good behaviour. The general practice of classroom management involves rewards being given on a daily basis, including verbal praise, stickers, written remarks in homework planners, commendations, profile points, etc. Commendations and profile points are issued according to the Rewards System and recorded by Form Tutors/Heads of Section and their Deputies. Celebration assemblies, presentation assemblies, the Excellence Book, Junior School Prizegiving and Speech Day are all ways in which pupils can receive public recognition for significant achievements.

## **SANCTIONS**

If a pupil is behaving badly or disrupting the education of her peers, then the Head of Department and/or Head of Section (see Sanctions System, including Common Examples) will be informed and disciplinary steps taken. All formal sanctions are recorded on Excel spreadsheets. In serious cases the Head may exclude a pupil for a fixed or a permanent period. This can be for one extremely serious incident or for an escalation of problems which previous steps in the Sanctions System have failed to resolve. Parents are kept informed at all times and the Sanctions System applies throughout the school day including before and after school, on trips and visits, during extra-curricular activities and whenever girls are representing the school.

### **Guidance for staff is set out in:**

The Teaching Staff Handbook

Code of Conduct

Expectations for Student Behaviour

The Anti-Bullying Policy

Laboratory Procedures

Equal Opportunities Policy

Multicultural Policy

Rewards and Sanctions Systems for different sections of the school

### **Guidance for pupils is set out in:**

The Prospectus

Code of Conduct (in all Form Rooms and in Homework Planners)

Expectations for Student Behaviour (in all Form Rooms and in Homework Planners)

Rewards System (in all Form Rooms)

Sanctions System, including Common Examples (in all Form Rooms)

Laboratory Procedures

All School Section Student Guides

### **Guidance for Parents:**

Each family receives a copy of the Code of Conduct, the school rules and other relevant information with the Prospectus. A meeting with parents in Years 3 and 7 establishes the expectations of the school and stresses the importance of parents, pupils and the school working together towards common aims – i.e. the three way partnership. During their induction days girls in Year 12 meet with the Head of 6 Form to discuss the expectations of the school and the particular conditions that apply to girls in Years 12 and 13. In addition, Year Group Pastoral Evenings for parents take place on a range of age appropriate issues including the management of behaviour both in and out of school and are used to reinforce the school's expectations in this respect.

## **5. MONITORING**

Monitoring behaviour is a daily and continuous responsibility for all staff. Within the school, in lessons, before and after school, at break and lunchtime, around the grounds, on trips and visits and during extra-curricular activities all staff are aware of the need to support one another by insisting on the same high standards of behaviour at all times. This will be apparent in, for example, insisting on appropriate uniform, keeping classrooms tidy, dealing with inappropriate behaviour consistently and speedily and communicating information quickly and effectively to pastoral staff.

## **6. EVALUATION**

This will be carried out by:

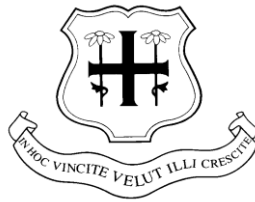
- 6.1** a review of the effectiveness of the Rewards and Sanctions Systems based on feedback from staff at Staff Meetings and from School Council
- 6.2** a review of feedback from parents at Pastoral Evenings
- 6.3** an analysis of the Sanctions spreadsheets, including incidents of bullying
- 6.4** a discussion of the findings from lesson observations by members of SLT

## **7. REVIEW**

The Deputy Head with responsibility for the Pastoral System and the Pastoral Team will review this policy annually.

**Reviewed: Spring 2009**

**Next Review Date: Spring 2010**



## **Code of Conduct**

**The St. Helen's community is one in which staff and girls act with respect, courtesy and consideration for one another at all times**

- ❖ We think for ourselves and take responsibility for our own actions**
- ❖ We try to understand and respect the views of people from all backgrounds, cultures and religions**
- ❖ We believe that bullying is unacceptable in any circumstances**
- ❖ We behave in the classroom in such a way as to make learning as easy as possible for everyone**
- ❖ We behave politely and sensitively to everyone in the school community**
- ❖ We look after our belongings, respect other people's possessions, the school's resources and our environment**
- ❖ We act with the same courtesy and consideration towards other people both in and out of school**
- ❖ We move purposefully and quietly around the school, arriving promptly to registration, assembly and lessons**

## **St. Helen's School – Expectations for Student Behaviour**

A high standard of behaviour is the responsibility of the whole school community. Girls should conduct themselves in a courteous, polite and respectful manner at all times.

### **At Form Time**

Girls are expected:

- (i) to arrive on time;
- (ii) to be sitting at their own desks/tables, having organised their equipment for the morning/afternoon, when the Form Tutor arrives;
- (iii) to be silent whilst the register is being taken and to respond formally when their name is called out;
- (iv) to collect all the books needed for the day before school, at breaktime and lunchtime in order to avoid disrupting lessons;
- (v) to leave Form Rooms clean and tidy with bags stored safely out of the way.

### **At Assembly**

Girls are expected:

- (i) to enter and leave quietly, to wait in silence beforehand and to bring a hymn book on a Monday unless advised otherwise (Senior School);
- (ii) to enter, wait and leave in silence and to bring a hymn book (Junior School and LSH);
- (iii) to store bags safely and tidily before going to assembly.

### **In Lessons**

Girls should:

- (i) stand at the beginning of the lesson when the teacher arrives, unless advised otherwise;
- (ii) ensure the room is tidy at the end, including closing the windows, before waiting to be dismissed by their teacher;
- (iii) have all their books ready at the beginning, ready to start the lesson;
- (iv) leave Form Rooms set up as they found them.

### **Around School**

- (i) girls should move quickly, quietly and directly to lessons, keeping to the left in congested areas;
- (ii) water may be consumed in Form Rooms but all other drinking and eating must be confined to the Dining Room or outside during fine weather (Senior School);
- (iii) at lunchtime girls in LSH and Junior School use their playgrounds, whilst those in Middle School may go up to the Long Jump Pit near Central Car Park. Girls in Upper School can go to Longworthe;
- (iv) all members of the school community should hold doors open and make way for each other, as a courtesy.

### **On the Way to and from School**

Girls are ambassadors for St. Helen's and are expected to portray the school in the best possible way.

Spring 2009