

# Section 3.2 Behaviour Policy

At St Saviour’s & St Olave’s School, we value our school and each other and work hard to create a cohesive community. As an Anglican school we seek to ensure that each of us has the maximum opportunity to fulfil our God given potential. We aim to develop the characters of those in our community to reflect the fruits of the Spirit, such as kindness and self-control. Emphasis is placed on developing self-discipline, respect for other members of the community, taking responsibility for one’s own actions, and the creation of an orderly working environment.

We expect good behaviour as the norm from all students at all times and in all situations, and all staff have a role to play in supporting students to meet this expectation. By focusing attention on achievement in school work, extracurricular activities, and positive contributions to the community, positive behaviour is reinforced. It is further supported by consistent use of systems and structures by all members of staff, rewarding good behaviour and ensuring consequences follow inappropriate behaviour.

The Behaviour Blueprint summarises how we manage behaviour at SSSO. We model good behaviour, we give our first attention to the good behaviour, and we use consistent language and routines to address behaviour that doesn’t meet our high standards.

## Underlying Principles

- **Every member of our community, including all staff, students and parents, will be treated with respect and dignity, living out our belief that we are all made in the image of God. Rudeness is never acceptable.**
- **All staff have both the authority and responsibility for managing behaviour of students. This is exercised in a professional manner which models our expectations to students and supports each other.**
- **We accept some students may need to learn different behaviours, and we believe we can help them to make better choices of behaviour for learning.**

In our practice we will reward positive behaviour and apply consequences to negative behaviour, aiming for at least a 3:1 ratio of reward to consequence.

## Rewards

The ultimate reward is that students are able to learn in the most conducive environment, and all make optimum progress. Sweet treats and other foodstuffs are **not** appropriate rewards for students!

	Given by	Actioned by	Frequency
Verbal praise	All staff	All staff	Often
Written praise	Subject teacher	Subject teacher	Often
Credits	Subject teacher	Teacher	Often/as earned
House points	All staff	All staff/Tutor	Often
Praise postcards	Subject teacher	Admin	As earned
Name on praise screen	All staff	Admin	As earned
Letter home	HoD	Admin	Dept decide
Phone call home	All staff	All staff	Dept decide
Good conduct RoP Grades	Subject teachers	Subject teachers	3 to 4 times a year
Top 10% conduct letter	Headteacher	Head PA	Each RoPs
Awards evening	HoDs / DoLs	Admin	Annual
Merchant Taylors lunch	DoLs	Head PA	Annual
Dyers awards	DoL	Admin/DoL	Termly
MT’s awards	DoL/SLT	Admin	Termly
Subject Awards – same for KS3/4/5	Departments	HoD/SLT	Termly

## Consequences

This is presented as a ‘ladder of consequences’ and whilst it may be appropriate to work through it progressively, it may also be necessary for some behaviours to go straight to a high level consequence. They may also be used in combination, E.g. an incident warranting a department detention may also require a phone call home.

	Given by	Actioned by	Frequency
Non-verbal communication	All staff	Teacher	As required
Warning – use language of choice	All staff	Teacher	As required
Two mins outside room	Teacher	Teacher	As required
Department parking	Teacher	Teacher	As required
Exclusion from lesson	Teacher	Teacher / Admin	As required
Teacher detention	Teacher	Teacher	As required
Tutor detention	Tutor	Tutor	As required
HoD detention	HoD	HoD	As required
DoL detention	DoL	DoL	As required
SLT Line manager involvement	SLT	SLT	As required
SLT detention	DoL/HoD	SLT	As required
Phone call home	Teacher	Teacher	As required
Parent meeting	Teacher	Teacher / Line Manager	As required
Poor conduct RoPs grades	DoL	DoL	3 to 4 times a year
Bottom 10% conduct letter	Headteacher	Head PA	Each RoP
Governors behaviour panel	Headteacher	Head PA	As required
Internal exclusion	SLT	SLT	As required
Fixed term exclusion	Headteacher	Headteacher	As required
Permanent exclusion	Headteacher	Headteacher	As required

A further range of consequences are the withdrawal of privileges, such not being permitted to go on a trip, not take part in an after-school activity, not being allowed to attend Saturday revision sessions etc. Relevant members of staff must be informed when applying these consequences, and consideration given to whether parents/carers should be informed.

Departments will organise their days and staffing for detentions. Smaller departments may join forces to organise joint detentions. Line managers of all departments must be informed of the arrangements.

SLT will hold weekly one-hour detentions and will ensure the room and rota is published. Additional detentions will be organised if necessary.

## Key People and Roles

Tutors – ensure students are ready for the day, tutor group team-builders, gatekeepers of information on tutees.

Subject teachers – manage behaviour from greeting in the corridor to orderly dismissal.

DoLs – monitor behaviour across subjects in their year group and gatekeepers of referrals.

HoDs – monitor behaviour across year groups in their subject

SLT – Support behaviour management in the year groups and the subjects they line manage.

Inclusion team

- Inclusion officers work at the direction of DoLs to support all students in their year group.
- Specialist Behaviour Support works with referred students deal more constructively with anger issues

- Therapists work with referred students to overcome higher level emotional and mental health issues
- External agencies work with students with the highest level of emotional and mental health issues
- Chaplain supports referred and self-referred students

### **Consistent Routines (lessons)**

- For the start of each lesson departments should determine their expectations which enable learning to begin as soon as possible. This must include greeting students at the door and managing the entry process. Where corridor space allows for students to line up this must be quiet and calm.
- Registers must be taken in every lesson, expecting the same response of 'yes miss' or 'yes sir'
- The end of EVERY lesson must be controlled by teacher, with students standing behind their chairs and dismissed when they are quiet and the room is tidy. Their exit in to the corridor should be supervised and orderly.
- The one classroom rule must be displayed and referred to as necessary. It is;

*To help everyone fulfil their potential in this classroom you need to **RESPECT***

*Our ethos*

*Our environment*

*Your learning*

### **Consistent Routines (registration)**

- Tutors should ensure their tutor group lines up in alphabetical order in order to facilitate speedy checks on uniform and equipment.
- Tutors should bring their tutor groups to assemblies working with DoL to ensure appropriate behaviour.
- Tutors should remind students to take everything with them when they leave registration. Students should use their lockers to keep items in that they do not wish to carry at that time.

**Reviewed March 2022**

**J Batley**