

# St Helen's School

## **Pupil Behaviour Policy**

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September 2023



## **1. Introduction**

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 pupil, including those in the EYFS, to act with integrity, responsibility and concern for others.

## **2. Aims**

The aims of this policy are to encourage every pupil:

- To respect themselves and enhance their own self-esteem
- To respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs
- To respect other people and their views
- To become reflective of their own and other people's behaviour
- To develop independence, self-discipline and self-regulation
- To accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those working in school, or living locally and in society more generally
- To enable learning to take place
- To care for the environment of the School and for the environment more widely

## **3. Responsibilities**

- 3.1. The good behaviour of pupils is the responsibility of all staff, both in the classroom, around the School, and during School events outside the School. Nevertheless, the Deputy Head Pastoral and Head of Prep, in conjunction with the Assistant Head Pastoral, Assistant Head Sixth Form and Prep Assistant Head, have overall responsibility for promoting good behaviour.
- 3.2. Good relationships between staff and pupils, pupils and pupils, and between the School and the community are fostered by the Pastoral System, and staff encourage the highest possible standards in collective and self-discipline via this framework. Tutor time and PSHCE in particular provide a forum for discussion and guidance.
- 3.3. The academic, pastoral and co-curricular programmes provide opportunities which enable pupils to contribute positively to their own personal development and to that of the School.
- 3.4. The Expectations for Student Behaviour, Rewards and Sanctions Systems and, in the Prep School, the classroom rules are reinforced at the beginning of each academic year outlining the expected behaviour in all aspects of school life, including co-curricular activities.
- 3.5. The Acceptable Use of IT Policy for Pupils, which all pupils sign, provides very clear guidance on appropriate use of technology.

- 3.6 The School Councils and other student groups, help to give pupils a sense of involvement and citizenship, and enable them to have an input into behavioural issues if desired.
- 3.7 Pastoral, Phase and Departmental Meetings provide opportunities for staff to share concerns that they may have about the behaviour of specific pupils and strategies for dealing with them.
- 3.8 Staff on duty, staff leading co-curricular activities and all other staff present ensure appropriate behaviour outside the classroom.
- 3.9 Staff have annual training on the Prevent Duty. They are aware of the need to prevent pupils being drawn into terrorism and of their duty to refer any concerns about pupil behaviour to the appropriate pastoral staff.

#### **4. Rewards**

Rewards are very powerful tools for promoting good behaviour. We understand that pupils learn and progress most effectively when they are in a secure, safe and happy environment. We encourage pupils to make choices which contribute to making the school experience fun, creative and rewarding for everybody.

The general practice of classroom management involves rewards being given daily and/or weekly; these vary according to age and include verbal praise, stickers, housepoints, written remarks on pupil work and in homework planners, commendations, certificates and Character Attribute/Learner Habit stickers and 'leaves'.

Details of the Rewards Systems in Prep and Senior Schools are included in classroom posters, pupil planners and Appendices 2 and 3 of this policy. Celebration assemblies, Prep School Prizegiving and Senior School Prize Day are all forums in which pupils can receive public recognition for significant achievements.

#### **5. Sanctions and Consequences**

- 5.1 Where there is inappropriate behaviour, we place emphasis on talking to pupils, identifying any underlying problems and helping them to address these. We encourage pupils to reflect, take responsibility for their own behaviour and help them recognise the consequences of inappropriate behaviour.
- 5.2 If a pupil is behaving inappropriately or disrupting the education of her peers, then the Phase Leader, Head of Department and/or Head of Year will be informed, and the appropriate steps taken. This is also the case if the pupil behaves inappropriately outside school such that her conduct has repercussions for the orderly running of the School, affects the welfare of a member of the School community or a member of the public, or brings the School into disrepute. Parents are kept informed, and all formal sanctions are recorded.
- 5.3 In the case of pupils with disabilities or those with special educational needs, reasonable adjustments will be made to manage their behaviour. For example, in the case of pupils suffering from hearing loss, written instructions may be provided in lieu of verbal statements.

- 5.4 In serious cases, the Headmistress may exclude a pupil for a fixed period or permanently. This can be for one extremely serious incident or for an escalation of problems which previous measures have failed to resolve.
- 5.5 The expectations of behaviour and the various consequences (Prep School) / sanctions (Senior School) commonly used for misbehaviour are detailed in Appendix 2 (Prep) and 3 (Senior) of this policy.
- 5.6 There is an escalating series of consequences and sanctions available and those most appropriate to the severity of the misdemeanour are allocated in each case. In Senior School, available sanctions escalate as follows: conversation with member of staff, 'concern' logged, lunchtime sanction, after school sanction, internal isolation, fixed-term exclusion, removal, expulsion. In Prep School, consequences escalate as follows: reflective time out, warnings, loss of activity or responsibility, more significant loss of privileges, internal isolation, fixed-term exclusion, removal, expulsion.
- 5.7 The consequence/sanction will always be proportionate and in line with the context of the child involved. The Head of Prep, Deputy Head Pastoral or Headmistress must authorise all consequences/sanctions of internal isolation lasting one day or longer, or higher. In extreme cases, the Expulsion, Removal and Review Policy is followed. Parents have a right to request a Governors' Review of the decision reached in such circumstances and the details of how to go about this are included in that policy. Once again, in the case of pupils with disabilities or special educational needs, reasonable adjustments will be made to ensure they are able to present their case fully if there is a possibility that their disability could hinder this.
- 5.8 Corporal punishment, or the threat of corporal punishment, is not used under any circumstances.

## **6. Malicious allegations against teachers and other staff**

Disciplinary action as laid out in this policy will be taken if it is found that a pupil has made a malicious allegation against a member of staff. If a parent has made a deliberately invented or malicious allegation, then the parent may be required to withdraw their child or children from the School.

## **7. Guidance for staff is set out in the:**

- Teaching Staff Handbook
- Staff Employment Manual
- Staff Code of Conduct
- Behaviour Guidelines for Prep School (Appendix 2)
- Expectations for Student Behaviour in Senior School (Appendix 3)
- Anti-Bullying Policy
- Laboratory Procedures
- Equal Opportunities Policy
- Restraint Policy
- Expulsion, Removal and Review Policy

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

- Zones of Regulation posters (Prep School)
- Acceptable Use of IT Policy
- Expectations for Student Behaviour (Senior School)
- Pupil Planners
- Laboratory Procedures

## **9. Guidance for Parents:**

- Expectations for Student Behaviour (Senior School), Prep School Behaviour Guidelines and other relevant information on the parents' portal
- Meetings or other communications with parents establish the expectations of the School and stress the importance of parents, pupils and the School working together towards common aims i.e. the three-way partnership
- Expectations are discussed during pupil induction days
- Year Group Pastoral and Information Evenings for parents take place on a range of age-appropriate issues including the management of behaviour both in and out of school
- Relevant policies on the School's website

## **10. Monitoring and Review**

- 10.1 Monitoring behaviour 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 is a daily and continuous responsibility for all staff. 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, keeping classrooms tidy, dealing with inappropriate behaviour consistently and speedily, and communicating information quickly and effectively to pastoral staff.
- 10.2 The policy is reviewed regularly by an evaluation of the effectiveness of the Rewards and Sanctions Systems based on:
- feedback from pupils, staff and parents
  - an analysis of the records of sanctions, including incidents of bullying
  - a discussion of the findings from lesson observations by members of SLT
- 10.3 The Deputy Head Pastoral, Head of Prep and the Pastoral Committee will review this policy annually.

<b>Authorised by</b>	Executive Team
<b>Effective date of the policy</b>	1 <sup>st</sup> September 2023 – 31 <sup>st</sup> August 2024
<b>Review period</b>	Annual

## Appendix I – Searching and confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures on pupils (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The School's policy on searching and confiscation has regard to guidance published by the Department for Education (DfE), *Screening, searching and confiscation* (July 2022).

### I Prohibited items

I.1 The following are "prohibited items":

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vaping devices, e-cigarettes and accessories
- fireworks
- pornographic images
- any article that a 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 pupil)

I.2 The School has banned all other harmful substances and items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School (for example on a School trip). See the Substance Abuse Policy for our definition of "substances".

### 2 Searching with consent

2.1 Where the Headmistress or an authorised member of staff have reasonable grounds to suspect that a pupil may have a "prohibited item" (listed in I.1 above), they will explain why a search is needed to the pupil, how and where it will take place and give the pupil the opportunity to ask any questions. Before any search is undertaken, the pupil will be asked to consent. In seeking consent, the age and maturity of the pupil will be considered together with any special needs the pupil may have. Written consent will not usually be required.

2.2 Where a member of staff suspects that a pupil has an item that is not on the prohibited list but is banned by the School, they can instruct the pupil to turn out his or her pockets or bag. If the pupil refuses, disciplinary action may be taken in accordance with the School's Behaviour Policy.

### **3 Searching for prohibited items without consent**

- 3.1 Where the Headmistress or an authorised member of staff have reasonable grounds to suspect that a pupil may have a “prohibited item” (listed in 1.1 above) and the pupil does not consent to a search, they will consider the pupil’s reasons for this and may sanction the pupil in accordance with the School’s Behaviour Policy. If the member of staff considers the search to be necessary but not urgent, they should seek the advice of the Headmistress or Designated Safeguarding Lead, whilst ensuring that the pupil is supervised and kept away from peers. If it is decided that the search must be carried out, or where the member of staff considers it to be urgent, and the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. Use of reasonable force is permitted, where appropriate, for searches for prohibited items, without the pupil’s consent.
- 3.2 The Headmistress has authorised all classroom teachers to carry out searches and retain or dispose of items in accordance with this policy.
- 3.3 Searches will be carried out only on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on a School trip or in training settings.
- 3.4 When pupils travel outside England on a School trip, they will be required as a condition of participating in the trip to confirm their consent to any search that may be considered necessary by an authorised member of staff during the period in which pupils are outside England.
- 3.5 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
- 3.5.1 a search of outer clothing (ie clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots, scarves) and / or
  - 3.5.2 a search of School property (e.g. pupils' lockers or desks) and / or
  - 3.5.3 a search of personal property (e.g. bag or pencil case).
- 3.6 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff as a witness. Where a pupil is searched, the searcher will be of the same sex as the pupil being searched.
- 3.7 Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness. They will report and record this immediately afterwards.
- 3.8 Where the Headmistress, or staff authorised by the Headmistress, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.
- 3.9 Whether or not any items have been found as a result of a search, the member of staff will consider whether any specific support is needed by the pupil, or the pupil is suffering or is likely to suffer harm. Where this may be the case, the School’s Child Protection and Safeguarding Policy will be followed.

## 4 Confiscation

- 4.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 4.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found, if the member of staff considers it to be harmful or detrimental to school discipline.

## 5 Searching electronic devices

- 5.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break School rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break School rules.
- 5.2 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence, or hand it over to the police if the material is of such seriousness that police involvement is required.

## 6 Disposal of confiscated items

- 6.1 **Alcohol:** alcohol which has been confiscated will be destroyed.
- 6.2 **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Headmistress or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 6.3 **Other substances:** substances which are not believed to be illegal drugs, but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.
- 6.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Headmistress or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.
- 6.5 **Tobacco, cigarette papers, vaping devices or e-cigarettes:** these will be destroyed.
- 6.6 **Fireworks:** fireworks will be disposed of safely at the discretion of the Headmistress or other authorised member of staff, which may include donation to an appropriate charity.
- 6.7 **Pornographic images:** pornographic images involving children or images believed to constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. Members of staff should never intentionally view any indecent image of a child.



As possession of such images may indicate that the pupil has been abused, the School's Designated Safeguarding Lead will also be notified and will make a referral to the local authority children's social care.

- 6.8** Other pornographic images will also be discussed with the School's Designated Safeguarding Lead who may erase them or pass them to the local authority children's social care for consideration of any further action. If no action is to be taken by the local authority, the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.

- 6.9 Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Headmistress or authorised member of staff, taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.

- 6.10 Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.

- 6.11 An item banned under school rules:** such items may, at the discretion of the Headmistress or authorised member of staff, taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of School rules to disrupt teaching, the phone will be kept safely until the end of the School day when it can be claimed by its owner. If a pupil persists in using a mobile phone in breach of school rules, the phone will be confiscated and must be collected by a parent.

- 6.12 Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching, or break school rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent or carer and the pupil may be prohibited from bringing such a device onto school premises or on school trips. In serious cases, the device may be handed to the police for investigation.

## **7 Communication with parents**

- 7.1** There is no legal requirement for the School to inform parents **before** a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. However, the School will always inform parents of any search that has taken place and the outcome of the search as soon as is practicable. In appropriate cases the School will consult parents on how the School should dispose of certain items.
- 7.2** The School will keep a record of all searches carried out, including whether or not an item is found, which can be inspected by the parents of the pupil(s) involved, subject to any restrictions under the Data Protection Act 2018. The record will include details of what items, if any were found, and what follow-up action was taken as a consequence of the search.
- 7.3** Complaints about searching or confiscation will be dealt with through the School's Complaints Procedure. A copy of the procedure is posted on the School website and hard copies are available from the Senior School office on request.
- 7.4** The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.

## Appendix 2

### **Behaviour Guidelines in the Prep School**

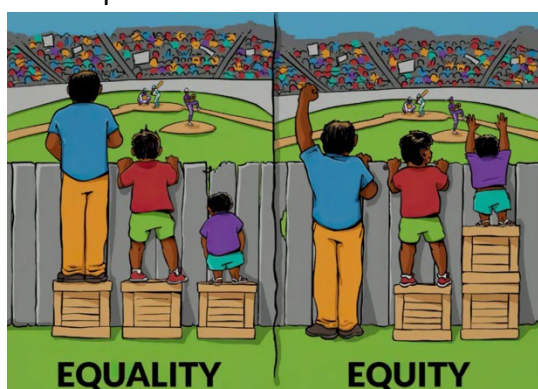
#### **Aims**

The aims of these guidelines are to encourage every pupil:

- To respect themselves and enhance their own self-esteem
- To respect other people and their views
- To develop independence, self-discipline and self-regulation
- To become reflective of their own and other people's behaviour
- To develop resilience in times of stress and change
- To show initiative and understand how they can contribute positively to the lives of those working in school, or living locally and in society more generally
- To develop interpersonal skills that enable positive relationships with others
- To enable learning to take place
- To respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs
- To care for the environment of the School and for the environment more widely

#### **Responsibilities of the Staff**

- To treat all pupils with equity – giving pupils what they need to reach their full potential



- Support all learners through differentiation and reasonable adjustments both inside and outside the classroom in order to promote pro-social feelings
- To create a safe learning environment
- To provide a motivating and engaging curriculum
- To consistently model pro-social behaviour
- Provide a positive atmosphere based on a sense of community and shared values
- Build positive relationships with pupils by showing empathy, understanding and taking time out to listen
- Build positive working relationships with staff, parents/carers and governors
- Providing feedback in an informative way
- When a pupil has exhibited dangerous or difficult behaviour relevant staff are informed using unemotional, non-judgemental, and factual language to describe the behaviour
- Consider the context of the pupil and any individual needs of a pupil when dealing with anti-social behaviour. In line with the St Helen's Special Educational Needs and Learning Difficulties Policy we ensure all relevant and reasonable adjustments are made to support pupils with individual needs
- Promoting Social, Moral, Social and Cultural learning to ensure pupils are equipped with morals and values

### **Responsibilities of Parents/Carers**

- To model pro-social behaviour
- Support pupils to reach their full potential
- To ensure pupils arrive on time for school, support and instil responsibility to pack their belongings, equipment, PE kit and clothing
- To help pupils realise the importance of education and to praise them for their efforts and achievement
- To be responsible for pupils until they come into the school building in the morning and when they leave in the afternoon
- To understand and support school policies regarding learning and behaviour
- To encourage pupils to be independent and responsible learners

Good relationships between staff and pupils, pupils and pupils, and between the School and the community are continually encouraged. Form times, PSHCE and Read Think and Explore lessons in KS2 provide a forum for discussion and guidance.

The academic, pastoral and co-curricular programmes provide opportunities which enable pupils to contribute positively to their own personal development and to that of the School.

The expectations for student behaviour, rewards and consequences of unacceptable behaviour systems and the classroom rules are reinforced at the beginning of each academic year outlining the expected behaviour in all aspects of school life, including co-curricular activities, Breakfast Club and After School Club.

The Acceptable Use of IT Policy for Pupils, which all pupils sign, provides very clear guidance on appropriate use of technology.

The School Councils and other student groups, help to give pupils a sense of involvement and citizenship, and enable them to have input into behavioural issues if desired.

Staff on duty, staff leading co-curricular activities and all other staff present ensure appropriate behaviour outside the classroom and are trained to use our behaviour policy.

Staff have annual training on the Prevent Duty. They are aware of the need to prevent pupils being drawn into terrorism and of their duty to refer any concerns about pupil behaviour to the appropriate staff.

### **Responsibilities of Pupils**

We expect pupils of St Helen's Prep school to adhere to a code of conduct which is shared and displayed in each classroom (see appendix 1).

### **Promoting Pro-Social Behaviour**

Pro-social behaviour is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people and the behaviour will benefit other people or society.

Pro-social behaviours are promoted through:

- PSHCE lessons
- Teaching pro-social behaviours
- Modelling pro-social behaviours in class and in the playground
- Class rules that are agreed by the whole class

- In EYFS through to Year 6, Zones of Regulation are used to allow pupils to identify how they are feeling and what zone they are in. The pupil develops a toolkit of strategies they can use to help them get into and stay in the 'Green Zone' so that they are ready to learn i.e. through mindfulness or calming strategies
- Start Of the Day Activity (SODA) time is encouraged each day where pupils' complete independent tasks that promote positive mental health such as breathing techniques, reading, colouring, mindfulness, drawing and practicing techniques to get into the 'Green Zone'
- An engaging and challenging curriculum that is supported through differentiation to allow all pupils to reach their full potential
- The use of positive phrasing
- The use of limited choice. For example, "You can complete your work at this table, or you can complete your work at the back table"
- Mind/Brain Breaks; healthy movement
- Praise given for being a pro-social role model

### **The Zones of Regulation**

The Zones of Regulations are a tool we use to complement our behaviour policy. We teach the pupils how to identify, name and manage a range of emotions to help them to self-regulate and identify strategies they can use to help themselves (see appendix 2).

### **Rewards**

Rewards need to be inspiring for both pupils and teachers. Rewards are very powerful tools for promoting behaviour. We understand that pupils learn and progress most effectively when they are in a secure, safe and happy environment.

We encourage pupils to make choices which contribute to making the school experience fun, creative and rewarding for everybody. The general practice of classroom management involves rewards being given daily, including verbal praise, stickers, written remarks in exercise books, homework planners and Character Attribute and Learner Habit stickers and leaves. Leaves are issued according to the Rewards System and recorded.

Pupils receive public recognition for significant achievements through certificates (star/role model of the week/Character Attribute/Learner Habit bronze, silver, gold or platinum certificates/Head Teacher Awards) are awarded in the HT/DHT weekly Assembly and Prep School Prizegiving. The table below explains what awards are given out, when and in which phase.

### **Rewards in Prep School**

<b>Reward</b>	<b>When</b>
<b>EYFS</b>	
Stickers	Handed out by Teachers and ATs in the classroom
Character Attribute (CA) and Learner Habit (LH) Leaves	Individual Tree in each classroom Leaves awarded – two shades of green used to show the difference between CAs and LHs EYFS to record on iSAMS so cumulative biannual reports can be run Certificates to be handed out in last HT/DHT/ assembly in February and June
Star/s of the Week	Handed out in Friday HT/DHT/AHT assembly
Head Teacher's Award	Outstanding/Wow factor Recorded on iSAMS Awarded in Friday HT/DHT/AHT assembly as and when

<b>KS1</b>	
House points	Individual and instant
CA and LH stickers	Individual and instant
Character Attribute (CA) and Learner Habit (LH) Leaves	Individual Tree in each classroom Leaves awarded – two shades of green used to show the difference between CAs and LHs KS1 to record on iSAMS so cumulative biannual reports can be run Certificates to be handed out in last HT/DHT/ AHT assembly in February and June
KS1 Role Model of the Week	Awarded in Friday HT/DHT/AHT assembly
Head Teacher's Award	Outstanding/Wow factor Recorded on iSAMS Awarded in Friday HT/DHT/AHT assembly as and when
Prizegiving: Achievement Progress Character Attributes Champion Learner Habits Leader	Summer Term Awarded in Prize Giving
<b>KS2</b>	
Housepoints	Individual and instant
CA and LH stickers	Individual and instant
KS2 Role Model of the Week	Awarded in Friday HT/DHT assembly
Character Attribute (CA) and Learner Habit (LH) Leaves	Individual Tree in each classroom Leaves awarded – two shades of green used to show the difference between CAs and LHs KS2 to record on iSAMS so cumulative biannual reports can be run Certificates to be handed out in last HT/DHT/ AHT assembly in February and June
Head Teacher's Award	Outstanding/Wow factor Recorded on iSAMS Awarded in Friday HT/DHT/AHT assembly as and when
Prizegiving: Achievement Progress Character Attributes Champion Learner Habits Leader	Summer Term Awarded in Prize Giving Year 6 Scrolls

### **Daily/Weekly/Termly Rewards**

<b>Daily</b>	Praise, Housepoints (KS1 and KS2), CA and LH Stickers, EYFS Stickers
<b>Weekly</b>	EYFS Star of the Week, KS1/KS2 Role Model of the Week
<b>Biannual</b>	CA and LH Value Certificates and Rewards
<b>As and When</b>	Head Teacher Awards
<b>Annual</b>	Prize Giving Awards

### **Praise**

Regular verbal praise when we 'catch' pupils doing the right thing. We acknowledge that some pupils are more comfortable than others in receiving public praise and therefore consider how we offer praise for the individual, for example, at times it may be non-verbal like a thumbs up, a high five or a smile directed at the pupil.

### **Housepoints**

Housepoints are given to individuals for effort and academic achievements. They are also to create a sense of community within the school. Clear housepoint collectors are used to collate the housepoints, in Woolfson, so KS1 and KS2 pupils can see the running totals. Year 6 House Leaders share the running totals with KS1 and KS2 classes.

### **Stickers (General)**

Stickers are awarded for a variety of reasons particularly in EYFS, celebrating positive learning and behaviour.

### **Character Attribute (CA) and Learner Habit (LH) Stickers**

St Helen's have four-character attributes (courage, integrity, resilience and kindness) and four learner habits (pursuit of knowledge, problem solving, creativity and metacognition). When pupils, from KS1 onwards, displays one of these characteristics they are awarded with a CA or LH sticker.

### **EYFS Star of the Week and KS1/KS2 Role Model of the Week**

Identified by the class teacher, pupils are nominated as Star of the Week (EYFS) and as Role Models of the Week (KS1/KS2). These certificates are handed out by the HT or DHT in their weekly assemblies.

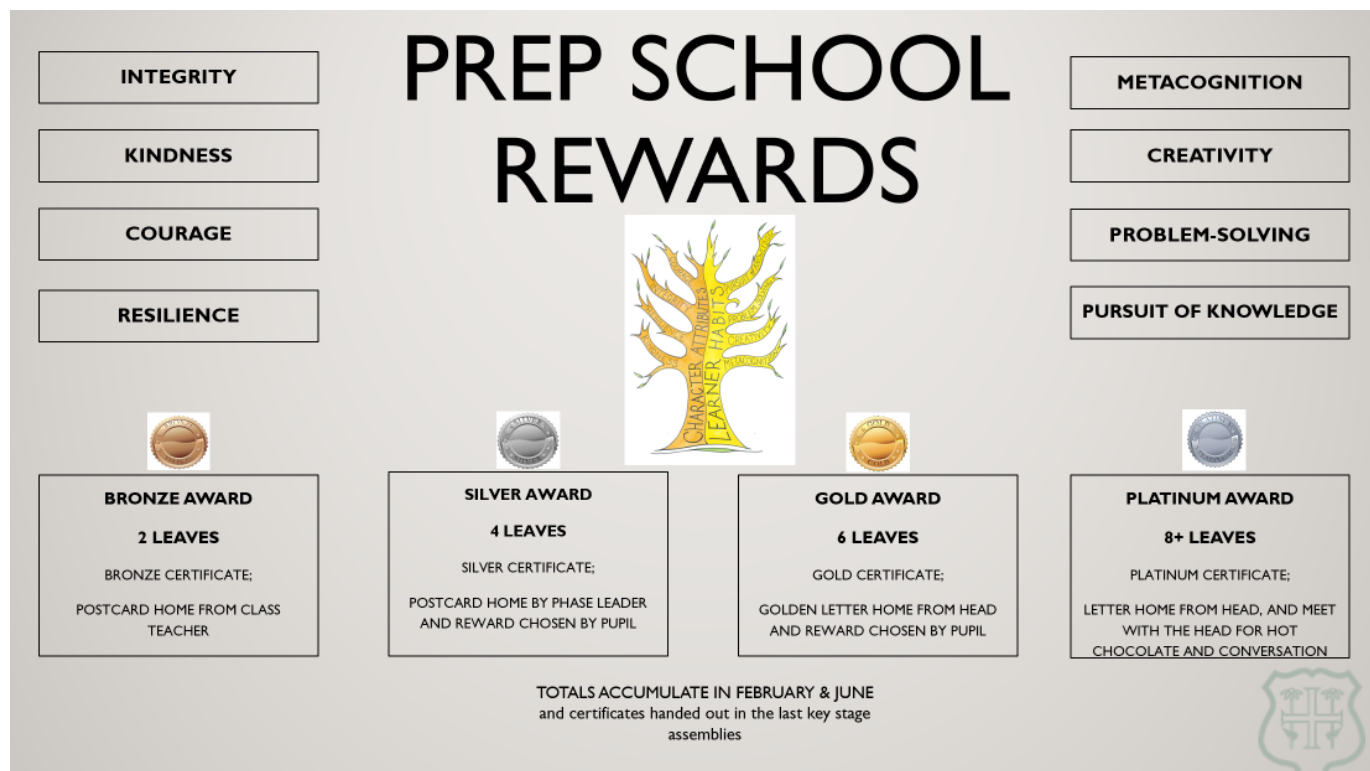
### **Character Attribute (CA) and Learner Habit (LH) Leaves à Certificates à Rewards**

Class teachers/ATs and subject teachers can reward individuals with a CA or LH leaf when a particular pupil has been 'caught' displaying these, on more than one occasion. These leaves will be displayed on the St Helen's Characteristics tree in each classroom.

### **St Helen's Key Characteristics Tree**



In February and June the CAs and LHs are recorded on iSAMS and a report run by the AHT rewarding the pupils with the appropriate certificate (handed out in the last HT/DHT/AHT assembly) and reward, which will be organised with the form teacher.



## Preventing Anti-Social Behaviour

We want all pupils to behave pro-socially at all times and it is our ultimate aim for this to be the case. However, we recognise that some pupils are unable, or unwilling, to behave pro-socially at certain times. If pupils do not behave pro-socially, our first response will be to evaluate our own practice to ensure that we are providing optimum conditions for learning.

We know that anti-social behaviour is a means through which a pupil may communicate (knowingly or unknowingly) an unmet need, an anxiety, a fear, or a feeling of confusion. At St Helen's Prep we address anti-social behaviour however, we understand by making a pupil feel worse, we will make their behaviour worse.

Pro-social (positive) experiences lead to Pro-social feelings which lead to Pro-social behaviour.

Anti- social (negative) experiences lead to Anti-social feelings which lead to Anti-social behaviour.

If pupils begin to show signs of anti-social behaviour, we use the following tools to **de-escalate** the situation:

- Positive phrasing
- Limited choice – giving two options that need to be acceptable to the pupil and the adult
- Disempowering the behaviour
- De-escalating scripts (see appendix 3)
- De-escalating body language



### **Consequences for Anti-Social and Unacceptable Behaviour**

If the behaviour becomes difficult or dangerous, a consequence may be appropriate. To promote internal discipline, we teach behaviours and work with pupils' experiences and feelings. We do not want to control or impose external discipline onto pupils as they do not learn or grow from this. Alongside consequences that are being used, staff will determine the cause and reasons for anti-social behaviour. This can be achieved by working with the appropriate Individual Needs Co-ordinator/Head of Individual Needs and/or Assistant Head Teacher and if necessary escalated to the Deputy Head or Head of Prep using Educational or Protective consequences.

#### Educational

Staff use educational consequences when they want pupils to learn something. When using educational consequences, staff must ask themselves two questions:

1. What does the pupil need to learn?
2. How am I going to teach them?

#### Protective

Protective consequences are necessary measures to manage the risk of harm that result from dangerous behaviours. Staff must consider the safety of all pupils and staff when putting a protective consequence in place.

Once the pupil is back in the green zone the adult will use the Reflect, Restore, Repair questions (see appendix 4) with the pupil.

### **The Behaviour Level System**

Across the Prep School there is **consistency and high expectations by all and for all**. We have a levelled Behaviour System. The aim of this system is to promote an effective learning environment. This system addresses all types of behaviour from pro-social to low level unacceptable behaviours through to high level unacceptable behaviours.

Much of our work will revolve around positive reinforcement, but where pupils display difficult or dangerous behaviour an educational or protective consequence will be used.

### **Finding Consistency**

There are different levels of behaviour from pro-social through to difficult or dangerous behaviour and the available consequences escalate as follows: non-verbal signal, age-appropriate thinking/reflective time out, verbal warning, loss of activity, responsibility, or exclusion from events. For very serious matters, consequences of internal isolation, fixed-term exclusion, or permanent exclusion may apply. Each individual case and each pupil's needs and personal context will be taken into consideration in deciding the most appropriate and proportionate consequence.

The Head of Prep, Deputy Head Pastoral or Headmistress must authorise all sanctions of fixed-term internal isolation or higher. In extreme cases, the Expulsion, Removal and Review Policy is followed. Parents have a right to request a Governors' Review of the decision reached in such circumstances and the details of how to go about this are included in that policy. In the case of pupils with disabilities or special educational needs, reasonable adjustments will be made to ensure they are able to present their case fully if there is a possibility that their disability could hinder this.

Corporal punishment, or the threat of corporal punishment, is not used under any circumstances.

### **PE and Music Kit Marks**

The PE and Music Department will give kit marks to pupils when they do not have a full kit for individual sports or musical instruments for lessons. When a pupil has two kit marks for a particular sport or Music Lesson, Phase Leaders will be alerted to carry out the reflection and record the date of the reflection which is accessible by Prep SLT.



### **Jigsaw PSHCE Scheme**

The whole Prep school delivers the PSHCE curriculum using the Jigsaw Scheme, which aims to develop positive behaviours and teaches pupils how to work together collaboratively and avoid confrontation. Through developing a sense of working together and accepting each other as individuals, this scheme also helps us to manage behaviour across the school. Our Mindfulness approach is connected to our PSHCE scheme and staff refer to it as Calm time during their PSHCE lesson.

### **Communication with Parents/Carers**

Staff will communicate unacceptable behaviour on the same day that the behaviour occurred in person, over the phone or at a meeting.

## **Appendix 3**

### **Rewards and Sanctions in the Senior School**

#### **REWARDS SYSTEM**

In Middle and Upper School, staff award pupils Commendations for achievement, effort, progress, contribution to the School or wider community, and for significant evidence of any of the eight Character Attributes and Learner Habits i.e. resilience, integrity, courage, kindness, pursuit of knowledge, creativity, problem solving, metacognition.

Staff inform the pupil (e.g verbally or by writing on a piece of work) and record the Commendation in iSAMS.

Two Commendations equate to one House Point. Commendations are counted cumulatively for Middle School ie. pupils obtain a grand total at the end of Y9. The awards received for reaching certain milestones are shown in the tables below.

There is also a prize each term for the form in each year group from Years 7 to 11 with the best overall punctuality (to registration and lessons).

#### **MIDDLE SCHOOL**

	<b>Cumulative Total of Commendations</b>	<b>Award</b>
<b>Bronze Award</b>	20	Bronze Certificate; postcard home
<b>Silver Award</b>	50	Silver Certificate; postcard home and treat
<b>Gold Award</b>	90	Gold Certificate; letter home and breakfast with one friend
<b>Platinum Award</b>	130	Platinum certificate; letter home and breakfast with the Headmistress

#### **UPPER SCHOOL**

	<b>Number of Commendations in one academic year</b>	<b>Award</b>
<b>Year 10</b>	8	Letter home and choice of: <ul style="list-style-type: none"> <li>going to lunch early with a friend, or</li> <li>hot chocolate and cookie at break with a friend</li> </ul>
<b>Year 11</b>	8	Letter home and privilege of going to Northwood at lunchtime on one day with a friend (requires a signed permission slip)

## **EXPECTATIONS OF BEHAVIOUR IN SENIOR SCHOOL**

We have high expectations of behaviour which are set out below and shared with all students.

### ***Learning***

It is important to us that learning can take place without interruption. We ask you to prepare fully for lessons, arrive promptly at them, bring with you everything you need, and settle down quickly in them. You are asked to notify your teacher in advance (either in person or by email) if for any reason you are unable to attend your lesson (if, say, you have an instrumental music lesson). We know that you will want to contribute fully to class discussion and that you will expect others to listen attentively to your ideas. We would ask you to accord others the same respect.

Not preparing fully for lessons, not completing homework to the best of your ability, arriving late to lessons, or behaving poorly will prevent you from engaging fully with your studies and may slow your progress. If any of these issues arise, and you are in Years 7-11, your teacher will ask you if there is a good reason. It is important that you are honest with your teacher; for example, do you need help, or is there something else happening that has affected your ability to complete work? You can be assured that if there is a good reason, your teacher will understand and offer support.

If there is no valid reason and the same issue recurs, your teacher will let your form tutor know by issuing a 'concern'. Your tutor will then talk to you and will offer advice and support. If it happens a third time within the same term, your teacher will issue you a Lunchtime Sanction; this takes place in SI from 1.05pm to 1.35pm and takes priority over all other activities except instrumental music and Lamda lessons. Your parents will be informed, and you will need to attend for the full 30 minutes (even if the problem was incomplete work and you have completed the work by the time the Sanction starts). In the unlikely situation that a similar issue should occur for a fourth time within the same term, without any good reason, then your teacher will issue you a 40 minute long After School Sanction and your parents will be informed at least 24 hours in advance of the sanction taking place.

If your form tutor is concerned that you are not managing your work well, because several of your subject teachers are raising concerns, they will contact your parents and discuss with them how they and your teachers can help you develop the good study habits which will enable you to realise your potential.

### ***Mobile phones / other mobile devices***

We appreciate that many of you will bring a mobile phone into school with you. These must be switched off during the school day, so that they do not interrupt your learning. If you are in Years 7-11 and need to make an urgent phone call during the day, we ask that you approach your Head of Year, Director of Pastoral Care, Assistant Head Pastoral or one of the Deputy Heads and ask their permission to make your phone call discreetly from one of their offices. If you are in the Sixth Form, we ask that you use your phones only in the privacy of the Sixth Form base in Mackenzie; you must not use your phone in corridors or communal areas like the Dining Room.

If you are found using your mobile phone when you should not, you will be asked to hand it in to Reception for the remainder of the day. It will be stored securely until you collect it at the end of the school day, and your tutor and Head of Year will be advised. Should this happen again within the same term, you will be asked to hand in your mobile phone on arrival each morning for the next five school days and your parents will be informed.

### ***Hurtful behaviour***

Our community is large and diverse. In school we enjoy a great many opportunities which others do not. Our experience of life outside school may be very different. It is important that we respect each other's beliefs, traditions and right to privacy. It is easy to hurt others by dismissing something they hold dear or pushing them to share information they do not wish to share. It is equally easy to hurt someone by failing to acknowledge them or by belittling their accomplishments. Communities and individuals within communities thrive if everybody feels that they and their contribution are noticed and valued.

Where your behaviour unwittingly upsets another member of the community, we will work with you and them to try and resolve the situation. We will be rightly concerned if we believe you have deliberately done or said something which is designed to hurt another member of the community. In this case, we will involve your parents, and, if necessary, external authorities in working with you to develop the skills which will enable you to work effectively alongside others. Sanctions will be issued as appropriate.

As Senior pupils in an all-through school you should be mindful of the example you set to younger members of the community. You should treat all members of the community, and all visitors to the school, with respect at all times.

### ***Punctuality***

Barring the late arrival of the school coach there is no reason for being late for school. You are asked to be in your form rooms in time for morning registration at 8.30am. You are asked to be prompt to your lessons, practices, and other commitments. Failure to be prompt is likely to prevent activities starting on time and to inconvenience others. Concerns about punctuality are likely to be raised with your form tutor and parents quickly, and a sanction may be issued for repeated offences. If you are reliant on others for getting to school on time, please talk to them about the importance of being at school by 8.30am. Should you arrive at school after 8.30am, you must sign in with the Attendance Officer in the Main Office at Reception before going anywhere else. This is the same for Sixth Formers who should not use the biometrics at Reception but sign in with the Attendance Officer in Main Office.

### ***Leaving School during the school day***

You need permission to leave school during the day. If you have a medical or other appointment which will mean you will arrive late, or need to leave during the day, your parents need to let the school know this (using the appropriate section in your Middle School planner, or the appropriate form in Upper School and Sixth Form). If you have permission to leave school during the day, you need to sign out and in at Reception.

Only members of the Sixth Form may go into Northwood at lunchtime. They should sign out and in at Reception. Students in Year 11 who receive 8 commendations are allowed to go to Northwood with a friend for one lunchtime, providing they have a signed permission slip from their parents.

### ***Absence from school***

It is important that you are in school. If you are too ill to attend school your parents must let us know each day that you are absent by emailing [schoolabsence@sthelens.london](mailto:schoolabsence@sthelens.london), or by sending a message through the parent portal, before 8.15am. If your parents let us know by telephone rather than by email, then you may be asked to bring a note from your parents to school on your return. We may request proof of medical appointments or illness.

Absence for religious observance or medical/dental appointments which cannot take place out of school hours should be requested from the Head of Year (via your planner in Years 7 to 9, and the appropriate appointment form for Upper School and Sixth Form). All requests must be signed by a parent.

Absence for any reason other than illness, religious observance or medical/dental appointments requires permission, in advance, from the Headmistress. She can be contacted via her PA on [HeadsPA@sthelens.london](mailto:HeadsPA@sthelens.london). Your parents are likely to be asked to meet with the Headmistress to discuss their request, so please encourage them to make any requests in good time.

### ***The safety of all members of the community***

We all have a responsibility to play our part in promoting the wellbeing of other members of the community. To this end there are certain things which you may not bring into school. For example, we have a significant number of people in school with nut allergies, therefore you may not bring any nuts or food containing nuts into school..

You may not bring into School any alcohol, tobacco, drugs, or harmful substances. This includes cigarettes, vaping devices, electronic cigarettes, any other smoking or vaping related products, the paraphernalia of drugs or substances intended to resemble drugs, 'legal' drugs which can be obtained from a chemist shop, performance enhancing drugs, anabolic steroids, glue, solvents, and substances known as "legal highs". Serious sanctions will be given for any such behaviour. See the School's Substance Abuse Policy for further details.

### ***All things illegal***

It is important that you understand that there are certain things which, if we have reason to suspect you are involved with them, we need to refer directly to external authorities. We will do as much as we can to raise your awareness of the risks associated with, say, alcohol, smoking, vaping, drugs, or inappropriate sharing of images, but we are obliged to report anything illegal to the authorities, and we will issue sanctions as appropriate.

### ***Internet use / school email***

You are provided with a school email address for school business. This is as secure as we can make it, in an attempt to protect you from unwanted communication. We have filters in place which block access to certain sites. Your school email account and your use of internet in school are monitored for safeguarding purposes. Any concerns about your use of the internet/ contents of your email will be raised with you, your parents, or the authorities, as necessary, and sanctions will be issued where appropriate. See the Acceptable Use of IT Policy for Pupils for full details.

### ***Uniform in Years 7-11***

Wearing your St Helen's uniform with pride whilst at school, and travelling to and from school, is part of your commitment to the community, and is a sign of respect for and loyalty to the school.

### ***Sixth Form Dress Code***

There is no uniform in the Sixth Form. Students are expected to wear clothes that are appropriate for school.

### **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