

Behaviour Policy

BEHAVIOUR POLICY

RATIONALE

Olive High aims to foster an environment where pupils are well behaved at all times. We want the school to be a place where pupils are able to exemplify good relationships amongst other pupils as well as staff. The policy will focus on rewarding good behaviour rather than sanctioning negative behaviour. The policy seeks to establish order through self-discipline and high standards of behaviour. It will support young people in developing high moral values and being respectful of their peers and other members of the school and wider communities.

The successful implementation of this policy will allow the school to:

- provide a caring, supportive, stable and disciplined environment in which pupils are secure and feel valued
- maintain a school community based upon sound values of common sense, courtesy, good manners and respect for others whilst providing opportunity to show responsibility in the local community and as citizens in the wider world
- help our children achieve academic success giving each learner opportunities to fulfil individual potential both through independent effort and collective endeavour
- inculcate a love of learning and to encourage lively and enquiring minds
- promote moral, cultural and spiritual values and encourage tolerance to other faiths

The policy is divided into seven components. Each component highlights the distinct responsibilities of the school's key stakeholders. The components are as follows:

- A. Code of conduct for pupils
- B. Acceptable and unacceptable behaviour
- C. Encouraging positive behaviour through teaching and learning
- D. Rewards
- E. Sanctions
- F. Roles and responsibilities in ensuring high standards of behaviour
- G. Monitoring and review

A. CODE OF CONDUCT

This code of conduct is to be followed by all pupils:

- Olive High is the place you come to learn, develop skills and make friends
- make sure you always do your best
- adopt a positive attitude
- allow other people to get on with their learning
- listen to teachers and other students
- behave appropriately at all times
- treat one another with politeness, courtesy and respect
- use language which is not abusive, offensive or rude
- care for and look after the school building, the people in it and all equipment
- keep all whiteboards clean at all times when not in use
- always switch off lights when not in use
- dispose of all litter in the bins provided
- think about your safety and that of others
- keep to the right and walk sensibly in corridors
- always wear correct uniform
- remember to bring all necessary equipment to each lesson
- be organised
- be punctual to lessons, and settle in quickly to the task in hand
- complete classwork and homework on time and hand in as required
- treat with respect your exercise books or textbooks

The basis of this Code of Conduct is a need for mutual respect. Pupils attending Olive High have the right to expect a well maintained environment which is conducive to learning. This right can only be provided in circumstances where all individuals understand the importance of complying with the Code of Conduct.

In addition to the Code of Conduct the school operates a statement of acceptable and unacceptable behaviour:

B. ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR:

Acceptable Behaviour in Classrooms	Unacceptable Behaviour in Classrooms
<ul style="list-style-type: none"> ▪ Arriving promptly with all required equipment ▪ Coming in quietly and preparing immediately to work ▪ Listening to the teacher and to each other ▪ Getting on with the task set ▪ Leaving the classroom neat and tidy 	<ul style="list-style-type: none"> ▪ Arriving late without a reasonable excuse ▪ Speaking out without an invitation to do so ▪ Answering back, or rudeness ▪ Distracting and not listening to other students ▪ Walking around the classroom without the teacher's permission ▪ Dropping litter or leaving the room untidy
Acceptable behaviour in all areas of School	Unacceptable behaviour in all areas of School
<ul style="list-style-type: none"> ▪ Walking in silence in the corridors ▪ Walking on right-hand side ▪ Opening doors for one another ▪ Forming an orderly queue while waiting to enter classrooms ▪ Being respectful towards all staff and school visitors 	<ul style="list-style-type: none"> ▪ Talking in the corridors ▪ Shouting, swearing and running around ▪ Obstructing others ▪ Ignoring staff ▪ Defacing, damaging or removing resources ▪ Dropping litter ▪ Smoking ▪ Eating except in the classroom except break times ▪ Chewing gum
Acceptable behaviour with other students	Unacceptable behaviour with other Students
<ul style="list-style-type: none"> ▪ Respecting others' feelings and belongings ▪ Speaking and behaving with courtesy ▪ Respecting cultural differences ▪ Listening to others' views ▪ Respecting the environment, building, furniture 	<ul style="list-style-type: none"> ▪ Bullying: verbal & physical ▪ Abusive language ▪ Intolerance of cultural or social difference and any form of racism ▪ Damage to or the theft of property
Acceptable behaviour with Adults	Unacceptable behaviour with Adults
<ul style="list-style-type: none"> ▪ Respect ▪ Acting on requests made to 	<ul style="list-style-type: none"> ▪ Swearing ▪ Pushing past on corridors

<ul style="list-style-type: none"> ▪ you by staff ▪ Listening 	<ul style="list-style-type: none"> ▪ Ignoring what is being asked of you
Acceptable behaviour on School and public transport	Unacceptable behaviour on School and public transport
<ul style="list-style-type: none"> ▪ Waiting quietly for the bus to arrive and entering it in a quiet and orderly manner ▪ Sitting down in appropriate seats and wearing seat belts where provided ▪ Being attentive to the needs of public transport users particularly the elderly 	<ul style="list-style-type: none"> ▪ Pushing or queue jumping to get on the bus ▪ Failing to wear seat belts where they are provided ▪ Moving round whilst bus in motion or behaving in a manner such as to endanger others including distracting the driver ▪ Ignoring the needs of other public transport users particularly the elderly ▪ Verbal/physical abuse of other passengers ▪ Throwing items either in the bus or through the window
Acceptable behaviour on the journey to and from school	Unacceptable behaviour on the journey to and from school
<ul style="list-style-type: none"> ▪ Wearing uniform neatly and correctly and acting at all times in accordance with Olive High expectations 	<ul style="list-style-type: none"> ▪ Wearing uniform incorrectly ▪ Swearing, shouting, pushing or fighting ▪ Smoking ▪ Chewing gum ▪ Asking parents to drop you off in places which are dangerous for others

C. ENCOURAGING POSITIVE BEHAVIOUR THROUGH TEACHING AND LEARNING

Effective teaching and learning can only take place in a well-managed classroom environment. It is difficult for pupils to learn and for teachers to teach where there is disruption or lack of focus.

To achieve effective teaching and learning, teachers will:

- prepare well focussed and structured lessons so that objectives are clear and easy to relate to prior learning

- actively engage pupils of all abilities in their learning
- develop learning skills systematically so that learning becomes increasingly independent
- use assessment for learning to reflect on what is known and set targets for the future
- have high expectations for effort and achievement
- motivate by well-paced teaching and a variety of activities matched to varying learning styles
- create an environment that promotes learning in a fun and purposeful atmosphere
- evaluate the effectiveness of teaching styles and methods

To achieve effective teaching and learning, pupils will:

- complete their homework or any preparation required in advance of the lesson
- give their lessons their full attention
- participate actively in all activities
- work collaboratively or independently as required by the teacher

D. REWARDS

We believe that children and young people respond better to encouragement than to criticism. While recognising that praise must be appropriately applied in order to be meaningful, every opportunity will be taken to recognise good behaviour and good work, to register approval, to acknowledge positive attributes and to thank pupils for demonstrating behaviour or work of a high standard.

Examples of rewards at Olive High:

Individual teacher	An on the spot response by the individual teacher to praise pupils in the classroom or around the school. Teachers may devise their own systems such as awarding stickers and stars following clear explanation of their use.
Awards in assembly	Teachers may award certificates to celebrate pupils' achievements. Success in competitions and extra-curricular achievements will be recognised in assembly.
Praise post card	Postcards praising a particular achievement will be sent home.
Achievement	Achievement certificates are awarded to pupils at the

awards	end of the academic year for excellent performance in individual subjects; they are also awarded for excellent overall performance.
In the press	To acknowledge the achievements of pupils, wherever possible and subject to parental consent, the school will see that these gain public recognition.
Through the display board and on the school website	Press cuttings will be displayed in school. Sometimes where publication has not been successful, the full press release will be published instead. Achievements will be posted on the school website, subject to the wishes of parents regarding confidentiality and use of pupils' images.

E. SANCTIONS

At times, it will be necessary to implement sanctions to enable pupils to learn. Sanctions will be applied evenly and fairly and with reference both to the codes of conduct and the statement of acceptable and unacceptable behaviour. Where further sanctions become necessary, the School aims to apply them fairly and objectively and with due regard both to the circumstances of the individual and the need to maintain an orderly and safe environment for the good of all.

Pupils are trusted to comply with the Code of Conduct and the statement of acceptable and unacceptable behaviour. For most minor infringements of the code of conduct, including the first late submission of homework, a reprimand and warning should prove sufficient. For a minority of students, sanctions are necessary. Any sanction will be proportionate to the offence, relevant to it and constructive in purpose. More habitual or more serious offences are likely to be treated in the following manner:

1. Any member of the teaching staff may detain pupils for up to 30 minutes during the weekly Lunchtime Detention. Such detentions are given for persistent failure to complete set tasks and are recorded by the class teacher in the mark book. After three such detentions a letter is sent home. This will be recorded on the learner's file.
2. If the Vice Principal receives regular or repeated complaints about a learner from teaching staff through the Inclusion Meetings, parents will be contacted to explain the problem and to invite them into School to discuss the matter. The school will request for the Parent/Carer's full support in its attempts to change the learner's behaviour. Depending upon the nature of the problem, the learner may be placed on a Report Card (which requires formal monitoring of behaviour in each lesson over a fixed period of time), a homework register (which requires

parents to check and sign each evening that work set has been completed), or the learner may be asked to sign a document pledging to improve behaviour. The Vice Principal may require the learner to serve a school detention after school. Parents are informed at least 24 hours before the detention is served and the letter remains as a record in the individual learner's file.

3. For subsequent offences or for a first offence of a more serious nature such as persistent bad behaviour, cheating, petty theft, truancy, possession of cigarettes, the pupil will be required to serve a Principal's Detention which will take place out of normal school hours. Parents are given 24 hour's notice by letter and this is placed in the learner's file. The Principal's Detentions will also be recorded in the School's punishment book.
4. If the learner's behaviour continues to be unsatisfactory, parents/carers will be invited to come into School to see the Principal to discuss her future and a letter will be sent home acting as a first formal written warning. The learner may alternatively or additionally be suspended (temporarily excluded) for either one or two days.
5. For a major offence such as vandalism, smoking - including on the way to and from school, fighting (including a physical response to provocative behaviour), threatening behaviour, bringing the school into disrepute, the possession of illegal substances or alcohol, the Principal may exercise the right to suspend immediately. The Chair of Governors will be informed and a written warning will be sent to the parents who will be invited into School to discuss the matter.
6. In any of the following circumstances, after due discussion with the Chair of Governors, the Principal may exercise his/her legal right to expel (exclude permanently) a learner.
 - for any subsequent major offence after the receipt of two formal written warnings or the serving of (within one year) of two Principal's Detentions, or one suspension
 - assault or criminal damage
 - the illegal possession of banned substances

In the case of exclusion, temporary or permanent, parents/carers have a right of appeal to the Governing Body. Please refer to the Complaints Procedure. Parents also have the right to use the complaints procedure for any perceived misapplication of sanctions. The first stage is a meeting with the Principal.

F. ROLES AND RESPONSIBILITIES IN ENSURING HIGH STANDARDS OF BEHAVIOUR

Governors	Governors determine policy on discipline and require that the Principal and the staff shall act fairly particularly in imposing sanctions such as detention and exclusion (temporary and permanent). No learner may be permanently excluded without prior consultation with the Chair of Governors or the Deputy if the Chair is not available.
Principal	The Principal is required to draw up a policy in accordance with any written statement provided by the Governors, which promotes among pupils, self discipline and proper regard for authority, encourages good behaviour of pupils and otherwise regulates the conduct of pupils, to ensure the policy is generally known within the school, and by parents, and with other members of the senior leadership team to ensure that the policy is implemented. Exclusion (temporary or permanent) may only be imposed by the Principal or Vice Principal and only in accordance with Governors' policy.
Vice Principal*	The Vice Principal will employ various strategies to improve pupils' behaviour. This role also involves liaising with parents and other professionals involved in the learner's care. The Vice Principal will provide suitable support for pupils who are having behavioural problems.*This role is being carried out by the Principal at present
Teaching Staff	Teaching staff will support pupils in ensuring good behaviour. They may detain pupils during lunch time for upto 30 minutes. They will refer persistent offenders to the Vice Principal.
Non-teaching Staff	All staff are expected to promote good behaviour in pupils of all ages by ensuring that the policy is consistently and fairly applied. They model the high standards of behaviour expected from the students providing support so that students are taught how to behave well.
Parents	Parents/carers are to take responsibility for their child's behaviour both inside and outside school, working in partnership with school to maintain high standards of behaviour
Pupils	All pupils have a role to play in promoting good behaviour. Pupils shape and promote the school's Code of Conduct. They contribute to the drawing up of this policy through discussion in PSHCE and Student Council.

G. MONITORING AND REVIEW

This policy will be displayed on the school website and thereby available to all parents thereafter to new parents as their children join the School. A hard copy of the policy will be available upon request.

The policy will be monitored and reviewed annually by the Senior Leadership Team. The Student Council will also be consulted during the review process.

Date approved by SLT and Board of Governors	Date of next review
15/01/20	15/01/21