

Behaviour Policy

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Hampstead Hill School

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1. Introduction

Hampstead Hill School (HHS) is committed to providing an environment that is safe and stimulating for children and one in which they can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

HHS operates a Code of Conduct, guided by our classroom rules, which applies to all who work within the school community. It underpins our work and relationships with each other.

Staff and volunteers will be informed of this policy when appointed, or prior to starting their voluntary work in school, and should familiarise themselves with it. The policy applies to all pupils during hours of attendance including before and after core school hours, whilst attending holiday schemes and off site on school trips.

2. Aims and Ethos

In this policy, we aim to:

- Outline the importance of rules and routines in school.
- Share and implement strategies for supporting pupils to achieve their full potential in a safe and nurturing environment.
- Promote the use of positive praise as means of motivating pupils.
- Identify key Staff members responsible for providing additional support or interventions.
- Outline a fair and consistent approach to behaviour management across HHS.

3. Guiding Principles

We recognise the collective duty of staff, pupils, and parents to uphold an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

3.1 Restorative Practice

At HHS we follow a restorative approach to our behaviour management strategies based on the following principles:

Respect: We expect all members of our school community, including pupils, staff, and parents, to always treat each other with respect and dignity.

Restorative Practices: When conflicts or behavioural issues arise, we will use restorative practices to address them. This approach focuses on repairing harm, restoring relationships and promoting empathy and accountability.

Positive Reinforcement: We will celebrate and acknowledge positive behaviour through verbal praise, certificates and other incentives to encourage a culture of kindness and respect.

3.2 Expectations for Pupils

At HHS, our pupil expectations, based on our school values and classroom rules, are:

Respect for Others: Pupils are expected to treat their peers, teachers, and all staff members with kindness, courtesy and empathy.

Responsible Behaviour: Pupils should take responsibility for their actions and strive to make amends if they harm others.

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Conflict Resolution: Pupils will be encouraged to resolve conflicts through open communication, seeking understanding and finding mutually agreeable solutions.

Learning from Mistakes: Mistakes are seen as opportunities for growth. Pupils will be guided to reflect on their actions, make amends when necessary and learn from their experiences.

3.3 Expectations for Staff

As outlined in the Staff Code of Conduct, the following expectations are in place for staff:

Modelling Positive Behaviour: Staff members will model respectful and inclusive behaviour for pupils, serving as role models for the school community.

Restorative Practices: Teachers and staff will use restorative approaches when addressing behavioural issues, emphasising empathy, understanding and repairing harm.

Support and Guidance: Teachers and staff will provide pupils with the support and guidance needed to help them meet behavioural expectations.

3.4 Consequences and Interventions

At HHS, we maintain a progressive and restorative approach to discipline. We believe in a progressive approach to discipline, starting with informal conversations and moving toward more formal consequences only when necessary. When behavioural issues occur, restorative conversations involving the parties involved will be used to address the harm, seek resolution, and promote understanding.

4. Statutory Guidelines

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- Additionally, this policy adheres to the principles outlined in the [special educational needs and disability \(SEND\) code of practice](#).

5. Standards of Behaviour

HHS places a strong emphasis on nurturing pupils' personal responsibility for their actions through the cultivation of mutually respectful relationships. We understand that the first step to modelling good behaviour is to lead by example, which means we expect all staff, volunteers, and visitors, including parents and carers, to conduct themselves responsibly and professionally, serving as respectful role models for our pupils.

We are dedicated to upholding consistency throughout the school. The Senior Leadership Team (SLT) actively participates and regularly interacts with pupils, parents, and staff to uphold our behaviour standards, promote positive practices and create an environment where everyone feels safe and supported.

Our partnership with colleagues and parents is integral to our understanding of each child and their behaviour. We firmly believe in support structures, recognition and praise for commendable conduct

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as vital components of cultivating confident learners. The school keeps parents informed about behaviour through written reports and parent evenings. Should there be behavioural incidents of concern, parents will be contacted, and we encourage open communication between parents and class teachers to collaboratively address any issues. Promoting exemplary behaviour and nurturing high expectations within the school is facilitated through our staff, curriculum, pastoral teachings, PSHCE, class-level contracts and behaviour management systems.

6. Preventing Misbehaviour

Proactive measures are taken to anticipate triggers for misbehaviour and implement preventive measures, including:

- Provision of short, planned movement breaks for children who may find extended periods of sitting challenging.
- Adaptation of the classroom's behavioural management system for pupils with specific pastoral needs or special educational needs and/or disabilities.
- Adjusting seating arrangements to ensure pupils with visual or hearing impairments have optimal visibility of the teacher.
- Adjusting uniform requirements to accommodate pupils with sensory sensitivities or skin conditions.
- Providing staff training in understanding various conditions and disabilities.
- Acknowledging the specific needs of concerned pupils and adapting their learning environment as necessary.

7. Classroom Behaviour Management Chart

Our behaviour management chart serves to reward positive behaviour but can also be used to manage repeated negative behaviour. Our staff adheres to the following protocol:



1. We actively seek opportunities to reward our pupils and use positive reinforcement.
2. Pupils start each day on the 'sun', symbolising a fresh start.
3. Pupils who embody our school values and consistently demonstrate the school code of conduct can move to the 'rainbow' or even reach the 'pot of gold'.
4. Before moving from the 'sun' to the 'cloud', the pupil will have received two forms of communication:
 - a. A reminder of the school values and classroom rules
 - b. A final warning
 - c. If the behaviour is repeated for the third time, the pupil is asked to move themselves down the chart
5. Teachers will look to immediately acknowledge and reward pupils for positive changes in their behaviour, allowing them to return to the 'sun'.
6. If a pupil repeats the process described in step four, they may be moved to the 'tornado'.
7. A pupil may be immediately moved to the 'tornado' for aggressive, physical, racist, or sexual behaviour, or as determined by the teacher.

8. Lower School

In the spirit of *'Every Child Matters'*, we acknowledge that it is the right of all children to be healthy and safe, to enjoy and achieve in life and to make a positive contribution to their community.

We acknowledge and support the Early Years Foundation Stage framework, using it as a basis for our curriculum in the Early Years and using aspects of it for our Pre-Reception curriculum. We aim to provide an environment in which there is acceptable behaviour and where pupils learn to respect themselves, others and their surroundings. We implement a behaviour management system rooted in praise. When necessary, the Early Years Co-ordinators liaise closely with the Senior Leadership Team, Pastoral Team and parents regarding matters of behaviour.

8.1 Rewards and Positive Praise

1. Staff will verbally praise pupils when they observe behaviour in keeping with the School Code of Conduct. Immediate Teacher approval always comes with smiles – moving up to the rainbow on the behaviour management chart. Staff give specific reasons for the praise, so pupils are aware of the right ways to behave. Stickers are also used and pupils either wear these on their uniform with pride or collect them on a sticker card.
2. Visual behaviour cards are displayed in classrooms as reminders of expectations for sitting, listening and behaving in class.
3. Visual Timetables are used in class to help pupils understand the daily routine. This is specifically useful for pupils with SEND and supports focus and good behaviour management.

8.2 Sanctions for Negative Behaviour

1. In cases where pupils do not follow adult directions, the school will apply the following sanctions, taking into account the age and individual needs of the pupils.
2. The first time a member of Staff observes inappropriate behaviour they will talk to the pupil and give them a chance to improve. They will issue the first of several verbal warnings that allow the pupil opportunities to make better choices and amend their behaviour.
3. If the unacceptable behaviour continues the pupil will be moved from the situation for a short period of time, whilst remaining in the classroom. Often this involves relocating the pupil closer to the Teacher or occasionally to a neighbouring classroom for some thinking time. If a child moves to a neighbouring classroom, their teacher will escort them there, explain to the teachers in that class why they are there, and return to collect them 2-3 minutes later. This is typically only reserved for repeated instances of hitting, biting or throwing or repeated disruptive or unkind behaviour towards their teacher or the other children in their class.
4. The member of Staff can choose this time to move the pupil down on the behaviour chart, offering a visual prompt to help them to understand the consequences of their action.
5. By means of these verbal and visual prompts we find that most situations are rescued, and equilibrium restored. If behaviour persists, the Staff member will solicit the support of the Head of Year and escalate to the Headteacher, if required. In the first instance, a member of the Pastoral Team should be notified, and support will be offered. If this needs to be escalated further, the Head of Pastoral Care will discuss with the Headteacher.
6. If undesirable behaviour persists, Staff members can seek further support. In the first instance, a member of the Pastoral Team should be notified, and support will be offered. If this needs to be escalated further, the Head of Pastoral Care will discuss with the Headteacher. In the first instance, a member of the Pastoral Team should be notified, and

support will be offered. If this needs to be escalated further, the Head of Pastoral Care will discuss with the Headteacher.

Corporal punishment is illegal and will not be used or threatened at HHS.

9. Upper School

HHS operates a Code of Conduct, which applies to all Upper School pupils:

- Be kind and considerate to others.
- Always do your very best in your schoolwork.
- Take good care of your uniform, label it, and wear it proudly.
- Respect the belongings and property of others.
- Help keep our learning environment clean and tidy.
- Be careful and sensible when moving around the school.
- Be positive role models for our school when you're on visits or trips outside the school.

Further, Teachers will consult pupils to develop a unique set of classroom rules agreed upon by both the Teacher and the pupils.

We emphasise that all actions carry consequences and foster independence and self-discipline in our pupils. We instil upon them the expectation of polite, empathetic, and sensible conduct, with the responsibility firmly on their shoulders. Pupils are required to raise a hand to gain attention in class unless directed otherwise, to listen attentively when a teacher is speaking and to follow instructions first time. We recognise and reward positive behaviour.

9.1 Informing Parents/Carers

At the end of a school day if a pupil remains on the cloud, the behaviour will be logged on CPOMS. If a pupil moves to the tornado, regardless of any positive change in behaviour, their Parent/Carer will be informed at the end of the school day (in-person or by phone or email) and then logged on CPOMS.

9.2 Rewards for Positive Behaviour

1. Staff will verbally praise pupils when they observe behaviour in keeping with the school Code of Conduct. Immediate Teacher approval always comes with smiles – moving up to the rainbow on the behaviour management chart, stamps and stickers are also used.
2. Acorn Points are awarded in Year 2 to recognise continued efforts to keep to the Code of Conduct; any independent act that displays any of the above or effort/progress in work may be awarded with Acorn Points. This is a whole class effort, promoting team building and rewarding the successful class with the much-coveted Acorn Trophy at a weekly assembly.
3. Certificates of Merit are issued by Teachers at Friday assembly for pupils in Reception, Year 1 and Year 2. The pupils' names and reasons for receiving certificates are read out before they stand up to be applauded by their peers.
4. Golden Time takes place on Friday afternoons in Reception, Years 1 and Year 2 where the pupils can engage in activities of their choosing.

9.3 Sanctions for Negative Behaviour

It is important that pupils understand, acknowledge and accept the consequences of their actions when they fall short of expectations. Therefore, should pupils choose not to keep our Code of Conduct they will be given the following sanctions:

1. The first time a member of Staff observes inappropriate behaviour they will explain that their behaviour is not acceptable and advise how to improve. They will issue the first of several verbal warnings that allow the pupil opportunities to make better choices and amend their behaviour.
2. If the unacceptable behaviour continues the pupil will be moved from the situation for a short period of time, whilst remaining in the classroom. Often this involves relocating the pupil closer to the Teacher or occasionally to a neighbouring classroom for some thinking time. If a child moves to a neighbouring classroom, their teacher will escort them there, explain to the teachers in that class why they are there, and return to collect them about 5 minutes later. This is typically only reserved for repeated instances of hitting, biting or throwing or repeated disruptive or unkind behaviour towards their teacher or the other children in their class.
3. The member of Staff can choose this time to move the pupil down on the behaviour chart, offering a visual prompt to help them to understand the consequences of their action. By means of these verbal and visual prompts we find that most situations are resolved, and equilibrium restored.
4. If undesirable behaviour persists, Staff members can seek further support. In the first instance, a member of the Pastoral Team should be notified, and support will be offered. If this needs to be escalated further, the Head of Pastoral Care will discuss with the Headteacher. In the first instance, a member of the Pastoral Team should be notified, and support will be offered. If this needs to be escalated further, the Head of Pastoral Care will discuss with the Headteacher.

Corporal punishment is illegal and will not be used or threatened at HHS.

10. Further Sanction Information

Alternative arrangements can be considered on a case-by-case basis if an alternative arrangement would be more effective based on a pupil's specific circumstance. Consistency and perceived fairness will be used when considering alternative arrangements.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under control or charge of a member of staff of the school. Any breach of a protected characteristic or indication of physical, emotional, or sexual abuse will result in a serious sanction. Pupils who are found to have made malicious accusations against staff will face disciplinary action. The Headteacher will investigate the accusation and the pupil may face a serious sanction or exclusion if the allegations are false. If an investigation concludes such allegations are true, the Staff Disciplinary Procedures may be followed.

If a pupil in this circumstance has SEND that has affected their behaviour, we will consider if it is appropriate and lawful to sanction the pupil according to the Equality Act 2010.

Following a sanction, strategies to help pupils understand how to improve their behaviour and meet the behaviour expectations of the school will be considered.

10.1 Serious Sanctions

When poor behaviour is identified, serious sanctions can be implemented fairly and consistently in line with the school's behaviour policy. Examples of disciplinary measures are:

- Contact with parents - verbal and written.
- School based community service - tidying a classroom.
- Missing break times.
- Setting written tasks as punishment - apology letters.

Though Teachers have the authority to issue detention to pupils as a possible sanction, due to the nature of the school and the age of the pupils, this is not a practice we implement.

Staff will record serious sanctions on CPOMS.

If repeated serious sanctions are recorded, Section 13 will be followed.

10. Anti-Bullying

The Department for Education's definition in their guidance, Preventing and Tackling Bullying (July 2017) is as follows:

Bullying is "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Our definition of bullying does not include conflict and/or friendship problems between children and young people. However, we do acknowledge that a single incident may be considered bullying if it intentionally hurts a pupil or group physically or emotionally and/or is motivated by prejudice against pupils or groups. Bullying may be repeated over time, therefore these single incidents will be taken seriously and dealt with immediately to prevent them turning into bullying behaviour.

Bullying can also happen between adults and children and between adults.

We believe that all forms of prejudice, prejudice-based and discriminatory behaviour and bullying are unacceptable and should be dealt with seriously.

This means that to be described as bullying, it

- Is deliberately hurtful.
- May be repeated over a period of time.
- Is difficult for those being bullied to defend themselves.

Bullying can be:

- Direct physical bullying (pushing, hitting, punching, kicking).
- Direct verbal bullying (yelling abuse at another, name-calling, insulting someone, using verbal threats, offensive mimicry of accent and/or pretending not to understand what is said, using discriminatory language).
- Indirect bullying, also known as social bullying or relational bullying (spreading rumours, social exclusion, disclosing another's secrets to a third party, graffiti).
- Cyberbullying (bullying using electronic media, such as email and texts, chat rooms, blogs and social networking sites, sharing derogatory videos and photos via mobile phones).

People can be bullied because they are different or are perceived to be different and it is often

motivated by prejudice against particular groups or because of characteristics or features about which the person under attack can do nothing.

Bullying can relate to:

- Race, religion, culture or belief (or no belief)
- Special educational needs and disabilities
- Young carers
- Looked after children
- Background
- Gender
- Appearance and size
- Ability and attainment
- Sexist or sexual bullying (bullying based on a person's sexuality)
- Homophobic bullying (a dislike or fear of someone who is or is perceived to be lesbian, gay or bisexual)
- Transphobic bullying (a dislike or fear of someone who is or is perceived to have changed their gender from male to female or female to male or someone who is difficult to categorise as female or male)

Hampstead Hill School aims to have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and Staff so that, when incidents do occur, they are dealt with quickly. Hampstead Hill School ensures that policies are available to all Staff and parents on the school's website and that all those involved are asked for their input to shape and revise the policy.

All Staff must report incidences of bullying to the Headteacher, including cyber-bullying outside school. Staff must record the incident on CPOMS. The Headteacher will then decide on a course of action to take which may include a meeting with parents and behavioural monitoring by Staff to identify patterns of bullying. In extreme cases bullying will result in exclusion. We will investigate and act upon any bullying incident that is reported to school Staff, including taking place outside of school e.g. on school or public transport, outside local shops or online. We will also consider whether it is appropriate to notify the police of the incident.

The school will adopt a zero-tolerance approach to any cyber bullying issues. All staff will challenge any abusive behaviour between peers that comes to their notice and will report on to the DSL immediately any issues of this nature. See the Safeguarding Policy for further details about dealing with child-on-child abuse.

11. Child-on-Child Sexual Violence and Sexual Harassment

Following any report of child-on-child sexual violence or sexual harassment we will follow the safeguarding principles set out in Keeping Children Safe in Education. Sexual violence and sexual harassment are never acceptable and will not be tolerated. Pupils whose behaviour falls below expectations will be sanctioned. Sexually abusive language or behaviours will never be normalised. We will advocate strenuously for high standards of conduct for pupils and staff.

11. Searching, Screening and Confiscation

HHS follows the [Department for Education's Searching, Screening and Confiscation Advice for Schools](#).

According to the DfE guidance, School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Due to the age and developmental stage of our pupils, we don't anticipate them to be in possession of prohibited items, however, prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the 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).

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

The DSL, or in her absence, the DDSL will act as the appropriate adult and be present during any searching, screening or confiscations with a pupil.

12. Special Educational Needs & Disabilities

We acknowledge that, at times, pupils with particular pastoral needs, or special educational needs and/or disabilities require support to behave within the parameters of the school's expectations. Such pupils are considered on an individual basis according to their needs and Staff work with the family, the SENDCO and external agencies, where appropriate, to support the pupil to manage their behaviour successfully.

Under the [Equality Act 2010](#), we understand that schools have a duty to take steps to avoid substantial disadvantage to a disabled pupil caused by policies or practices. Further, under the [Children and Families Act 2014](#) we acknowledge the duty to use our 'best endeavours' to meet the needs of pupils with SEND.

Risk assessments are carried out for pupils presenting with behavioural difficulties which could impact upon their or others' personal safety whilst at school or travelling with school Staff on trips and visits.

Physical intervention shall only be used to prevent immediate danger or personal injury. Parents will be informed on the same day, or as soon as is reasonably practicable, should this occur.

Corporal punishment is illegal, is not used at Hampstead Hill School and will not be threatened.

13. More Serious Incidents, Suspension & Exclusions

For offences deemed to be more serious, the pupil(s) will be taken to the Headteacher or Principal immediately.



Following discussion with parents and, at the discretion of the Headteacher, it may be necessary for further sanctions to be put in place. These would be discussed by the Senior Leadership Team and applied on an individual basis, depending upon the severity of the incident.

Exclusions will only be used as a last resort in response to a serious or persistent breach of the school's behaviour policy. A decision to exclude a pupil will be taken only if allowing the pupil to remain in school would seriously harm the education or welfare of others.

Should a pupil be permanently excluded, parents have a right of appeal to the Directors. Parents must submit their appeal in writing to the Directors within 48 hours of the notice of exclusion. The Directors will notify the parents of any further action within two working days of receiving the appeal.

14. Links With Other Policies and Documents

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Equal Opportunities
- Health and Safety Policy
- Positive Handling Policy
- Curriculum Policy
- Accessibility Policy

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| Last Review | November 2023 |
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