

Hampstead Hill School



Behaviour Policy

This policy should be read in conjunction with the following policies: Anti- Bullying, Child Protection and Safeguarding, SEND, Equal Opportunities, Health and Safety, Positive Handling, Peer-on-Peer Abuse, Inclusion, Race Equality, Teaching and Learning. Statutory regulation Education Act 2011, Equality Act 2010

Staff and volunteers will be informed of this policy when appointed or 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.

Introduction

The starting point for this policy is the commitment of Hampstead Hill School to provide 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. We recognise that staff, pupils and parents have a duty to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

Hampstead Hill operates a Code of Conduct, which applies to all who work within the school community. It underpins our work and relationships with each other.

Standards of behaviour

HHS strives towards pupils taking personal responsibility for their actions through the development of mutually respectful relationships.

The school understands that the first step to modelling good behaviour is to lead by example, which means we expect all staff, volunteers (and anyone else who comes to the school) to act responsibly and professionally. We work hard to ensure there is consistency across the school.

We work closely with colleagues and parents to understand the individual children and their behaviour. We believe support systems, praise, and acknowledgment for good behaviour are an important part of developing confident learners. The school communicates behaviour to parents through written reports and parent evenings. Parents are contacted when necessary to communicate behaviour incidences that cause concern and we encourage parents to contact the class teacher if they have a concern about their children's behaviour so that we can collaborate towards improvement. We promote good behaviour and high expectations within the school through our staff, our curriculum, our pastoral teaching (PSHCE), class level contracts and behaviour management systems.

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 own bespoke curriculum. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. We implement a behaviour

management system centred around praise. When necessary, the Early Years Co-ordinators liaise closely with the Principal and parents regarding matters of behaviour.

Upper School

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

- Show respect, care and consideration to others.
- Always try your best at work.
- Always look after uniform, name it and wear it with pride.
- Look after belongings and respect other people's property.
- Keep our learning environment clean and tidy.
- Move around School carefully and sensibly.
- Be good ambassadors outside school (on visits and trips).

We explain that all actions have consequences and encourage independence and self-discipline. We aim to instill in our pupils an understanding that their school expects them to behave in a polite, empathetic and sensible manner and that the responsibility for doing so is theirs. Unless told otherwise, pupils are required to raise a hand to gain attention in class, to listen when a teacher is speaking and to follow instructions. We praise and reward positive behaviour.

Rewards for Good 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. 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, when the pupils' names and reasons for receiving certificates are read out before they stand up to be applauded by their peers.
4. Golden Time on Friday afternoons in Years 1 & 2.

Sanctions for Poor 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 pupils 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, occasionally to a neighbouring classroom for some thinking time.
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.

4. By means of these verbal and visual prompts we find that most situations are rescued and equilibrium restored. In the few cases they are not, the staff member will solicit the support of the Head of Upper School for issues concerning Upper School pupils and the Principal for matters concerning Lower School pupils.

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.

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 not used at Hampstead Hill School.

More Serious Incidents, Suspension & Exclusions

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

Following discussion with parents and, at the discretion of the Principal, 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.

March 2019