



The Hampshire School
C H E L S E A

The Hampshire School Chelsea

Behaviour Policy

This Policy Applies to The Hampshire School Chelsea and Early Years Setting

OUR SCHOOL AIMS AND THE FIVE CORE VALUES

- To develop pupils' self-esteem, **resilience** and well-being through the application of a growth mindset to learning.
- To create an atmosphere of mutual **respect** and consideration for the ideas, values and feelings of others.
- To value and develop strong partnerships with our parents and the wider **community**.
- To inspire a love of learning and encourage the use of key thinking skills across the curriculum and school life so that every pupil strives for personal and academic **excellence**.
- To encourage **responsibility** in every pupil so they can confidently make decisions and choices for themselves.

Created: July 2017

Reviewed: July 2019

Reviewed by:

Mr Sanderson (Safeguarding Governor)

Dr Edmonds (Head)

Mr McSherry (Head of Pastoral)

Next Review: July 2020

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the EYFS Framework 2017.

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT

- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

General Approaches to behaviour management

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy.

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headmaster will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy (p9).

Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values
- our Whole school focus on the Hampshire School, Chelsea Five Core Values

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Rewards

The Five Core Values and The Hampshire Way promote positive attitudes to behaviour. These values are constantly reinforced in assemblies, in class and throughout the school day. Staff actively seek opportunities to recognise good behaviour, and use praise and reward whenever possible.

- Recognition is given to pupils at the end of each term at the discretion of Form Tutors to individual pupils for the Five Core Values.

Teaching and Learning

The Hampshire School Chelsea aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

Pupil Engagement

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, (e.g. via the Pupil Voice Programme and School Council, which meets regularly). Transition policies support pupils' progression through the school. In terms of behaviour management, we differentiate between poor organisational ability and unacceptable behaviour. Form teachers, specialist teachers and teaching assistants support the children in developing the skills required to fulfil their potential at school and provide guidance and strategies to help each pupil develop good organisational skills.

The House System

On entering the school, children are allocated to one of the four school Houses; Walton (red), Basil (blue), Ennismore (yellow) and Queensborough (green). Younger brothers and sisters enter the same House as an older sibling. Members of staff act as House Leaders, organising inter-House activities throughout the academic year and promoting a healthy, competitive spirit. The House Leaders also provide a valuable extra tier of pastoral care. Each House has a pupil House Leader who encourages participation.

House Points

House Points are awarded throughout the curriculum and school life to acknowledge good standards of achievement, special effort, improvement, to recognise outstanding behaviour towards others and exemplary behaviour relating to the Five Core Values.

Form Tutors keep a record of House Point totals for each pupil in their Form and display totals on a House Point board in the Form Room. Pupils from Year 2 – Year 8 take responsibility to record their

House Points in their Homework Diary; suitable methods are provided for pupils in Reception to Year 1. Pupils receive a Core Value Award, which attract three House Points, for extraordinary effort in one or more of the Five Core Values.

Award for Excellence

The Award for Excellence recognises exceptional standards of work and notable consistency or improvement in a pupil's work, effort or behaviour. The pupil brings their work marked 'Award for Excellence' or an Award for Excellence form dated and signed by the teacher with details of the reason for the award (see appendices), to the Head's Office to receive recognition by Dr Edmonds. Dr Edmonds will sign the work and issues a special Award for Excellence sticker and place the pupil's name in the weekly bulletin.

Colours: Music and Sports Colours are awarded at the discretion of the staff involved in the teaching of these subjects.

Sanctions

The school's policy on sanctions rests on the following principles:

- The development of respect for others, the school and the individual pupil
- The recognition of good behaviour, good manners and tidiness
- The level of sanction should be proportionate to the seriousness of the offence
- Sanctions need to be applied fairly and consistently
- They need to be understood by pupils and seen by them as fair, if they are to be effective

Levels of Sanctions

Pupils are warned about their unacceptable behaviour in class and given guidance to improve. If improvement is not forthcoming, then the following sanctions will be implemented. The log of pupils' behaviour records and sanctions is an internal mechanism for supporting pupils' wellbeing and social development and the records of Levels 1-4 are not forwarded to future schools. Appendices 1 and 2 detail the Teacher Guide for Response to Low Level and Challenging/ Disruptive Behaviour in the classroom. Misbehaviour in school will be approached according to Levels 1-4, Level 5 may lead to an exclusion and is detailed in the Exclusions Policy.

Level 1 - Form Teacher/Subject Specialist Sanction

Form Teacher can ask a child to miss up to ten minutes of morning break/lunchtime in order to catch up any work that was not completed during a lesson due to repeated misbehaviour/distraction/disruption and despite repeated warnings. This is supervised by the Form Teacher and the Head of Pastoral is informed.

This should be recorded in the Homework diary and/or the Pupil Tracker by the Form Teacher and logged.

Level 2 - Head of Pastoral Sanction/Head of EYFS Sanction

Pupils are referred by their Form Teacher or to the Head of Pastoral due to:

- repeated incidents at Level 1
- severe incidents of disrupting the learning of others
- any incidents of a racist or homophobic nature

This sanction will either take the form of completing missing work or be work of a community service nature. Where appropriate the Head of Pastoral will issue an in-class behaviour monitoring report card at this stage. This is supervised by the Head of Pastoral/Head of EYFS and the Deputy Head/Head is informed.

Parents will be contacted by the Head of Pastoral and the incident will be logged.

Level 3 – SLT Detention

Children receiving detention due to:

- Repeated disruption in class
- Repeated inappropriate behaviour (rude/disrespectful)

A letter will be sent home to parents to inform them that their child served a detention for their inappropriate behaviour, noting the behaviour witnessed. This will also be logged.

Level 4 - Deputy Head/Head of EYFS Sanction

Pupils are referred to the Deputy Head due to:

- becoming extreme repeat offenders
- severe offences relating to the disruption of lessons or actions that prevent others from learning

The Deputy /Head of EYFS will then impose an appropriate sanction and the pupil's progress will be monitored closely by the SLT until real improvement is seen.

Parents will be contacted by the Deputy Head/Head of EYFS and the incident will be logged.

Level 5 - Head's Intervention / External Agencies

If a child has not responded in a positive manner to the support (including implementation of an individual behaviour plan) and sanctions as detailed in Levels 1-4, and he/she continues to breach the school's behaviour expectations, the Head, in consultation with the SLT, will meet with the pupil and the parents to establish protocols going forward in the interests of the pupil, other pupils and the school. The Head will alert Bellevue Education, who operationally manage the school as Governors on behalf of GEMS, of a potential exclusion and guidance will be taken from the School's Exclusion Policy.

The School's intention is to create an environment where pupils have every opportunity to succeed, where learning is not disrupted and where respect is shown to all members of the school community. The Hampshire School Chelsea should be a safe and secure place where a pupil's confidence, self-discipline and responsibility can flourish.

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

Class Behaviour Trackers

The Classroom Behaviour Tracker is a whole school system that has been designed to fulfil a number of purposes. This includes: recording evidence to be used when in discussions with parents/carers as well as being a communication tool to be used by all staff in order to provide continuity and consistency when dealing with classroom behaviour. Teachers should use the Classroom Behaviour Tracker to note classroom behaviour which has reached the highlighted stages indicated on the '*Teacher Guide for Response to Low Level Behaviour*' and '*Teacher Guide for Response to Challenging Behaviour*'. At the end of each week, staff should strike a line in red under the last entry for that particular week. This will allow for easier identification of those pupils who are recorded in the tracker three times in one week.

Report Cards

If a pupil has been recorded on the Class Behaviour Log three times in one week, a decision as to whether the pupil moves on to a Report Card will be made by the Head of Pastoral Care after a conversation with the Form Tutor. The relevant pupil's parents will be contacted by the Form Tutor about this decision and it will be explained that the idea of a Report Card is first and foremost to support their son/ daughter by setting clear targets to be followed. The length of time (each report card covers a one-week period) a pupil spends on a report card will be based on progress made and evidence collected by the Form Tutor in discussion with the Head of Pastoral Care.

Our Playground Code of Conduct

Excellent behaviour on the playground is based around our Playground Code of Conduct which is based around our 5 Core Values. All pupils are expected to follow these expectations. Pupils are expected to use the acronym TAG as a strategy for managing minor disagreements that can occur on the playground. If a pupil or pupils' behaviour is inappropriate in the playground, then a series of procedures, outlined below, should be followed. Depending on the nature of the inappropriate behaviour, staff should follow the procedures outlined below:

Step One: 5-10 minutes to sit on the Playground Bench

- Shouting aggressively
- Playing overly aggressive and inappropriate games after a warning
- Not listening to the staff in the playground or answering back

Step Two: Sent Inside to the Form Tutor

- Continues to shout aggressively
- Continues to play overly aggressive and inappropriate games after a warning
- Continues to not listen to the staff in the playground and continuing to answer back
- Causing other pupils to fall off the structure or other playground equipment
- Deliberately hitting or kicking anyone with hands, feet or any object
- Swearing and/or inappropriate language
- Bullying

- Name calling
- Throwing the school snacks at another pupil
- Deliberately taking other people's things without asking

Monitoring Inappropriate Behaviour on the Playground

If a pupil is sent inside during breaktime, this is to be recorded on the Class Behaviour Tracker. If this happens more than once during the period of a week, the following procedures must be followed:

1st Time Sent Inside

- Stay inside for the rest of the playtime with the Form Tutor or, if unavailable, the Head of Pastoral Care.
- Recorded on the Class Behaviour Tracker.

2nd Time Sent Inside

- The pupil will stay inside for the rest of the playtime with the Form Tutor, if unavailable, the Head of Pastoral Care and miss the next playtime as well.
- Recorded on the Class Behaviour Tracker.

3rd Time Sent Inside:

- Stay inside for the rest of the playtime
- Sent straight to the Head of Pastoral Care
- Parents will be contacted and informed of the situation

Additional Information

If a pupil's behaviour continues to be inappropriate, their parents will be invited into school to meet with the Form Tutor and Head of Pastoral Care.

A record of all playground behaviour will be recorded on the relevant Class Behaviour Tracker.

Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- trial days/induction days for new pupils
- 'moving up' morning for current pupils
- handover meetings between class teachers
- 'Meet the Teacher' and new parent/ pupil events
- buddy systems
- liaison with senior schools, including participation in induction events

Cross-references

This policy takes account of the guidance offered to staff in the following policies:

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and Exclusion Policy
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy
- the Anti-bullying Policy and associated logs

Teacher Guide for Response to Low Level Disruptive Behaviour

Pupil Behaviour - Stage 1	Teacher response- 'Non-Verbal'
Pupil displays off-task, low level disruptive behavior	<ul style="list-style-type: none"> • Low key, corrective action such as a look or physical proximity. • Positive reinforcement of appropriate behaviour elsewhere.
↓	
Pupil Behaviour - Stage 2	Teacher response- 'Verbal reminder'
Pupil continues to display off-task, low level disruptive behavior	<ul style="list-style-type: none"> • Verbal reminder to pupil about expected behaviour
↓	
Pupil Behaviour - Stage 3	Teacher response- 'Warning'
Pupil continues to display off-task, low level disruptive behavior	<ul style="list-style-type: none"> • Pupil asked to stand up and teacher will explain that their behaviour is affecting their learning and the learning of their fellow pupils. Core values: respect, responsibility, community, excellence and resilience to be mentioned. • Pupil also receives a warning that they could lose 10 minutes of their break/lunchtime if they continue to display this behaviour.
↓	
Pupil Behaviour - Stage 4	Teacher response- 'Sanction'
Pupil continues to display off-task, low level disruptive behavior	<ul style="list-style-type: none"> • Pupil is last to leave class at playtime or lunchtime and discusses 'class charter' and behaviour with teacher. They will lose 10 minutes of either break/lunchtime. <p>Teachers must note when a pupil reaches this stage in the classroom behaviour log.</p>
↓	
Pupil Behaviour - Stage 5	Teacher response- 'Independent Task'
Pupil continues to display off-task, low level disruptive behaviour	<ul style="list-style-type: none"> • Pupil moved to sit apart from others for 5-15 minutes and given an appropriate independent task. <p>Teachers must note when a pupil reaches this stage in the classroom behaviour log.</p>
↓	
Pupil Behaviour - Stage 6	Teacher response- 'Change of Classroom'
Pupil continues to display off-task, low level disruptive behaviour	<ul style="list-style-type: none"> • Pupil sent to Head of Pastoral Care with classroom behaviour log for them to refer to. <p>Teachers must note when a pupil reaches this stage in the classroom behaviour log.</p>

If a pupil is noted in the Classroom Behaviour Tracker on three occasions in one week, the teacher should show the behaviour tracker to the Head of Pastoral Care. Discussion will then take place as to whether the teacher should telephone the pupil's parent/carer and the possibility of the pupil being moved onto a 'Report Card' and set improvement targets.

Teacher Guide for Response to Challenging and Disruptive Behaviour

Pupil Behaviour - Stage 1	Teacher response- 'Non-Verbal'
Pupil displays challenging and disruptive behaviour	<ul style="list-style-type: none"> • Eye contact, close the space, use gesture



Pupil Behaviour - Stage 2	Teacher response- 'Verbal reminder'
Pupil continues to display challenging and disruptive behaviour	<ul style="list-style-type: none"> • Use child's name, remind child of desired behaviour and the core values: respect, responsibility, community, excellence and resilience remind child of consequence of behaviour, offer a choice.



Pupil Behaviour - Stage 3	Teacher response- 'Refocusing'
Pupil continues to display challenging and disruptive behaviour	<ul style="list-style-type: none"> • Name target behaviour to establish communication-make the options clear • Lower the tone of your voice (this lowers the tension and increases focus). • Acknowledge the child's emotion ("I know you are angry but I need you to..." this provides empathy) • Refocusing should be attempted in at least two different ways. <p>Teachers must note when a pupil reaches this stage in the classroom behaviour log.</p>



Pupil Behaviour - Stage 4	Teacher response- 'Disengage'
Pupil continues to display challenging and disruptive behaviour	<ul style="list-style-type: none"> • Tell the pupil that the matter will be taken up later. • Follow up with a discussion of behaviour at a suitable point later. <p>Teachers must note when a pupil reaches this stage in the classroom behaviour log.</p>



Pupil Behaviour - Stage 5	Teacher response- 'Consequence'
Pupil continues to display challenging and disruptive behaviour	<ul style="list-style-type: none"> • Pupil removed from class • Time out with a Teaching Assistant or an available member of staff, if possible. • Time out with Head of Pastoral Care or other SLT member, if available. <p>Teachers must note when a pupil reaches this stage in the classroom behaviour log.</p>



In the event of severely disruptive behaviour that endangers pupils or staff, staff should send for a member of the SLT to come to class immediately.

If a pupil is noted in the Classroom Behaviour Log Book on three occasions in one week, the teacher should show the behaviour log to a member of the SLT. Discussion will then take place as to whether the teacher should telephone the pupil's parent/carer and the possibility of the pupil being moved onto a 'Report Card' and set improvement targets.

Class Behaviour Tracker

At the end of each week, teachers should strike a line in red under the last entry for that week. This will allow for easier identification of those pupils who are recorded in the tracker three times in one week.

Individual Target Card – Week

Targets:
1.
2.
3.

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					

End of Week Comments:

PLAYGROUND CODE OF CONDUCT

Resilience

We try to solve problems if they arise and
We persevere with activities and games

Respect

We treat others as we would like to be treated
We keep our hands and feet to ourselves
We respect our equipment
We respect our environment

Responsibility

We follow instructions
We don't run at full speed
We don't jump off the structure

Community

We are kind and helpful
We are honest
We allow others to join in with our games
We ensure that our games do not spoil the fun of others unnecessarily

Excellence

We model our best behaviour for all to see
We are always well presented



The Hampshire School
C H E L S E A

Award for Excellence

Name:

Form:.....

Date:

Reason for Award:

.....

.....

.....

.....

If the award is for an excellent piece of work, the pupil must bring the piece of work to show Dr Edmonds

Name of member of staff:.....