



The Hampshire School, Chelsea

Behaviour Policy

November 2017

Review Date: August 2018

NB. A signed copy of the policy is available at the school

Life at The Hampshire School is founded upon a close partnership between staff, parents and pupils to promote the strength of family life and foster the moral responsibilities of living in a caring community. All the pastoral care offered by the school is built upon relationships and the understanding knowledge of individuals nurtured during their time here. 'The Hampshire Way' underpins all that we do:

We are honest; We are gentle

We are kind and helpful

We are good listeners

We are hard workers

We are respectful; We forgive

Do your best to be your Best Self!

The School aims to create a secure, happy and active learning environment of the highest quality, which celebrates every individual through good adult role models of caring cooperative behaviour, an acceptance by all staff of a responsibility for maintaining good discipline, the celebration of a wide range of achievements and the reinforcement of positive attitudes to expectations.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy is made available to parents, staff and pupils in the following ways: via the school website and on request through the school reception.

This policy will be subject to continual monitoring, refinement and audit by the leadership, management, and governors of the school.

The Board of Governors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged. They take into account significant changes to the systems and arrangements and any legislation, regulatory requirements or best practice guidelines changes.



1. Preamble

- 1.1 The ethos of our school is such that all who come here are valued as individuals in their own right.
- 1.2 Pupils are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other pupils and adults. Pupils should never be allowed to feel that sexism, elitism, racism, etc. are acceptable. A
- 1.3 All members of staff have an important role to play in promoting good behaviour.
- 1.4 This school is expected to be a place where:
 - a) All individuals are respected and their individuality valued
 - b) Pupils are encouraged to achieve
 - c) Self-discipline is promoted and good behaviour is the norm
 - d) Rewards and sanctions are applied fairly and consistently
 - e) Bullying, disruption and harassment are not tolerated
 - f) Early intervention is the norm
 - g) There is an emphasis on self-discipline
- 1.5 The school is committed to promoting the highest standards of behaviour and to ensuring those standards of behaviour are monitored and maintained so that the stated aims of the school can be achieved. It is crucial that we foster and develop an atmosphere in which pupils can learn and that we create a climate in which pupils not only know exactly what standards of behaviour are required of them, but appreciate that it is one in which relationships are based on mutual respect. To this end, each pupil will be made aware of our school's expectations.
- 1.6 This policy includes details of how we promote good behaviour amongst pupils including rewards and the sanctions we adopt in the event of pupil misbehaviour. In formulating our Behaviour Policy, we first define the terms 'behaviour' and 'discipline'.
- 1.7 Good behaviour is conduct that assists the school to fulfil its function and achieve its aims.
- 1.8 Discipline is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.
- 1.9 As part of our Behaviour Policy, all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment. This may include cyberbullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.
- 1.10 Bullying can occur through several types of anti-social behaviour. We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- 1.11 Our school makes the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping support the implementation outlined above.
- 1.12 This Behaviour Management Policy is dovetailed with the Anti-bullying Policy and makes it clear what the sanctions are for bullying.



2. The Role of the Head

- 2.1 The Head has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.
- 2.2 The Head's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Head should:
- Provide support for staff faced with challenging behaviour.
 - Promote self-discipline and proper regard for authority among pupils; have a consistent approach to behaviour management; and have clear, well-organised working practices along with maintaining its facilities to a high standard.
 - Encourage good behaviour and respect for others and prevents all forms of bullying pupils; ensure that the standard of behaviour is acceptable; and regulate the conduct of pupils.
 - Provide support to children to self-manage their behaviours, taking into account all aspects of the child and why they are displaying certain behaviours; provide staff development and support; and liaise with parents and other agencies.
 - Consider issues related to pupils with special educational needs and/or disabilities and ensure that reasonable adjustments are made for these pupils.
 - Make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures.
 - Have regular whole school discussions about children's behaviours and records behaviour strategies in online behaviour management logs; manage pupils' transition.
 - Ensure a strong school leadership; support teachers with classroom management; implement the school's approaches to rewards and sanction and to behaviour strategy and the teaching of good behaviour.
 - Have an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling pupils' behaviour where it may require additional support, including the *Equality Act 2010* and the *Special Educational Needs and Disability Code of Practice January 2015*
 - Access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development.
 - Familiarise new staff members with the school's Behaviour Policy and guidelines for behaviour.

3. The Role of All Members of Staff

- 3.1 All members of staff are expected to encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently.
- 3.2 Members of staff are also responsible for ensuring that this policy and its attendant procedures are followed, and consistently and fairly applied.
- 3.3 Well-planned, interesting and demanding lessons make a major contribution to good discipline.
- 3.4 Members of staff need to recognise that codes for interacting with other people vary between cultures, and staff need to be aware of, and respect, those used by all members of the school.
- 3.5 All members of staff need to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care and courtesy.
- 3.6 Through regular discussions at staff meetings and briefings regarding children's behaviours, the school endeavours to ensure that members of staff apply all standards fairly and consistently. All staff must follow the same approach when dealing with behaviour misconducts:
- Give pupil a verbal warning and identify the behaviour that is unacceptable
 - Give a final warning to the pupil



- (c) Remove a minute of Privilege Time and explain in full to the pupil. There should be no element of surprise.
- 3.7 Children with specific behaviour issues may have their behaviour monitored and recorded electronically as part of a Pastoral Support Plan (PSP). Parents will be informed in all such cases.
- 3.8 All members of staff are expected to be clear in their understanding of the standards expected of our pupils, and to be vigilant in ensuring that any lapses of behaviour, either in or out of the classroom, do not go unchecked. With this in mind all staff should strive to:
 - (a) Develop an effective rapport with each individual pupil; establish a feeling of security for pupils by being consistent, firm and fair with them.
 - (b) Avoid direct confrontation but deal with situations in a calm and reasoned manner; send problematic pupils to the relevant Phase Leader or Deputy Head; know the whereabouts of every pupil in their charge at all times.
 - (c) Seek advice from the Phase Leaders or Deputy Head as and when the need arises; and follow the procedures outlined below.
- 3.9 Teachers are responsible for the recording and reporting of misconducts (removal of Privilege Time minutes) and warnings. *See Appendix B*

4. The Role of the Pupils

- 4.1 Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations.
- 4.2 Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.
- 4.3 We recognise that every pupil has the right to feel safe, to learn, and to be treated with respect.
- 4.4 Linked to those rights, pupils are expected to:
 - a) Behave with courtesy and consideration for others at all times
 - b) Follow the school rules, as set down in appendix A

5. The Role of Parents

- 5.1 The school strongly encourages an ethos and culture whereby there is clear mutual communication with, and support of, parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the school.
- 5.2 We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.3 We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause, and to decide jointly how to respond appropriately.
- 5.4 By working collaboratively with parents, pupils receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home-school agreement.
- 5.5 It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the Order.



5.6 All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

6. The Class Teacher and Classroom Management Support

- 6.1 The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Merits and Misconducts may be given to promote positive behaviour.
- 6.2 Members of staff are supported with effective classroom management strategies to ensure effective behaviour management.
- 6.3 Within the classroom, children will be given the opportunity to take responsibility, and to use their initiative for the good order of the class.
- 6.4 The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, stickers, recommendations, house points and recognition by the Senior Leadership Team.
- 6.5 School reports are also seen as a means of providing both constructive praise and guidance for improvement.

7. Standards of Behaviour

- 7.1 The school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a pupil enters the school.
- 7.2 All members of staff are expected to promote good behaviour and self-discipline amongst pupils, and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons is required and misconducts will be issued and monitored by the Phase Leaders and the Deputy Head.
- 7.3 Behaviour that does not allow constructive teaching and learning is unacceptable. All members of staff have a duty to ensure that disruption, however low-level, is not tolerated. All misbehaviour must be logged by the teacher on the google docs behaviour page. Form Teachers are to check this regularly.

8. The School Environment

- 8.1 We are well aware of the impact of the school environment on the behaviour of our pupils. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school.
- 8.2 The care and sensitivity with which pupils' work is displayed and celebrated, both in the classroom and throughout the school, will radically affect the feeling of welcome and ownership by all.
- 8.3 Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around.
- 8.4 The pupils will also be encouraged to be similarly aware, so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Pupils showing pride in their own classroom and cloakroom is the first step towards this.

9. Counsellor Option as part of support Pupils to Self-Manage their Behaviour

- 9.1 It may be helpful for an impartial adult become involved or to be consulted. The use of counsellors and therapists is established as a support mechanism, and can be used for on-going behavioural



problems or in times of personal need. The school can refer families to qualified counsellors and therapists if necessary. The Head or Deputy Head are always available as a point of reference.

10. Staff Development and Support

10.1 We support our staff in managing and modifying children's behaviour through appropriate In Service Education Training (INSET) whereby we bring in specialist trainers to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

11. Support Systems for Pupils

- 11.1 The school places considerable emphasis on the pastoral support for all pupils. We have set procedures for supporting children with their behaviour problems. Pupils are supported in their behaviour through high expectations of positive behaviour instilled in assemblies, Personal, Social, Health, Economic (PSHE) education and Citizenship, class routines, circle time lessons, form time and positive role models of staff and older children.
- 11.2 In some cases, we may refer children to outside agencies who will liaise with both the school and the child's parents to provide additional support.

12. Liaison with Parents and external Agencies

- 12.1 We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies, who will liaise with both the school and the child's parents to provide additional support. This school also has access to educational psychologists and the educational welfare service at the local authority.
- 12.2 The school has a good working relationship with the local authority and complies with their safeguarding procedures.

13. Managing Pupil Transition

- 13.1 We carefully manage the transition of the pupils from our Early Years to Phase 1, Phase 1 to Phase 2 and Phase 2 to Phase 3. A particular strength of The Hampshire School, is the relationship members of staff develop with the pupils. Our staff team is in constant communication, and any specific pupil support systems or strategies are seamlessly integrated as each pupil moves through the school, to ensure consistency in their behaviour management.
- 13.2 A principle tool in achieving this consistency of approach across all sections and enhancing staff knowledge of pupils is the Pastoral Bulletin. This is sent out weekly to all staff members highlighting key Safeguarding issues/updates as well as pastoral issues across the school.
- 13.3 Pupil transition is also supported through weekly Phase Assemblies, which furthers bonds within the school section through celebrating the successes of individuals and groups. Years 4 - 8 attend the Activities Week in the summer term as an end of year celebration of their year together.



14. Duties under the Equality Act 2010 and supporting pupils with Special Educational Needs and/or Disabilities (SEND)

- 14.1 In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and SEND. In particular, we take account of SEND when considering behaviour, discipline and sanctions.
- 14.2 Adjustments will be made according to the children's individual specific needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions including exclusion.
- 14.3 Pupils will not be treated less favourably for reasons related to their disability, and steps will be taken to ensure this. Steps could include differentiation in the school's Behaviour Policy, behaviour modification strategies and requesting external help with the pupil.
- 14.4 All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Inclusion Policy. Furthermore there will be no discrimination on the basis of gender, race, religion, belief, culture, sexual or LGBT orientation, special educational needs or disability. The school will always take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to their disability, and steps will be taken to ensure this. We will pay particular attention as well, to the needs of looked-after children.

15. Recording

- 15.1 All warnings and misconducts are recorded on google docs sheet, which is accessible to all staff and regularly checked by form teachers
- 15.2 Incidents, which are deemed to be more serious, are recorded and sent to the Phase Leader and Deputy Head who will then decide on the best course of action.
- 15.3 The Pastoral team regularly checks the google docs log and incidences log so that behavioural patterns can be identified which are then reported to the Head for consideration and action by the Senior Leadership Team (SLT).
- 15.4 Phase Leaders and SLT records those incidents where a pupil is sent to him/her on account of bad behaviour.
- 15.5 A copy of all discipline letters sent to parents is kept on SIMS in the relevant pupil records. Any serious incident, that is where very aggressive or uncontrolled behaviour has put other pupils at risk or has endangered the safety of the pupil concerned, must be discussed with the Deputy Head and recorded appropriately. The Deputy Head keeps a record of any pupil who is excluded for a fixed-term, (suspension) or who is permanently excluded. It is the responsibility of the Board of Governors to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.
- 15.6 The Hampshire School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way, and all areas of application of these policies will be monitored routinely. Ultimate sanctions at The Hampshire School are: Fixed Penalty Exclusion (Suspension) and Permanent Exclusions (Expulsion). Neither sanction is used lightly.
- 15.7 The power to suspend or expel a pupil can only be exercised by the Head. If the Head excludes a pupil, the parents are informed immediately, giving reasons for the exclusion.
- 15.8 At the same time, the Head makes it clear to the parents that they can, if they wish, appeal against the decision to the Chairman of the Board. The school informs the parents how to make any such appeal. It is the responsibility of the Board, with the help of the Head and SLT to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. See also the school's exclusions policy.



16. Behaviour outside school

- 16.1 Pupils' behaviour outside school on educational visits and sports fixtures is subject to the school's Behaviour Policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils attend residential visits that acknowledge, in cases of serious bad behaviour, they will collect their pupil from the venue.
- 16.2 The Head will not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences whilst on an educational visit will result in the parents having to collect the pupil from the venue, at their own expense.
- 16.3 Any pupil misbehaving, or displaying bullying behaviour outside the school gates, and that is witnessed by a staff member or is reported to the Head Teacher, will be subject to proportionate disciplinary measures.
- 16.4 This includes pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified such as through an email etc.
- 16.5 External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

17. Anti-Bullying

- 17.1 For information of how we aim to discourage, but if necessary deal with, incidents of bullying including cyber-bullying, please see our Anti-Bullying Policy.

18. Corporal punishment and other unacceptable punishments

- 18.1 Corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. The oral threat of corporal punishment is also strictly forbidden.
- 18.2 The following sanctions and punishments will never be used: corporal punishment; any form of hitting of a pupil (including hitting a pupil in anger or retaliation); deprivation of food or drink; enforced eating or drinking; prevention of contact by telephone to parents or any appropriate independent listener or helpline; requirement to wear distinctive clothing; withholding of any aids or equipment needed by a pupil.

19. Physical Restraint

- 19.1 Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child). The position is stated in DfE Guidance Behaviour and Discipline in Schools. Teachers in our school do not hit, push or slap pupils. Staff only intervene physically to restrain pupils to prevent them injuring themselves or others, damaging property or committing a criminal offence.



- 19.2 Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head and recorded in the pupil's personal file. The pupil's parents are informed on the same day.
- 19.3 Records are kept of when force is used and parents are informed. Training and guidance is given to members of the pastoral team on the circumstances in which 'physical intervention' is allowable.
- 19.4 Corporal punishment is prohibited in this school and will never be used.

20. Involvement of Pupils

- 20.1 Pupils will be involved in reviewing the school's anti-bullying policies and procedures, and in the school's programme to reinforce self-discipline, and positive work and behaviour patterns. All pupils are involved in the discussion process about behaviour through a range of curricular activities appropriate to their age.

21. Disciplinary Action against Pupils who are found to have made Malicious Accusations against Staff

- 21.1 Malicious accusations against our staff are not acceptable and are taken very seriously. If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. The matter will also be dealt with by the school under its disciplinary procedures for serious misconduct.



APPENDIX A, SCHOOL EXPECTATIONS: THE HAMPSHIRE WAY

- Be proud of your school and help to make it a happy place in which to work.
- Work hard and always try your best.
- Be kind, patient and reliable always treating others with respect and consideration.
- Be honest and tell the truth.
- Look after your own possessions and never borrow anyone else's without their permission.
- Have fun with others. Laugh with them not at them.
- Be polite, and helpful. Smiling and remembering to say, 'please', 'thank you' and 'good morning', makes people feel good.
- Respect your environment. Keep the school clean, tidy and litter free.
- Tell someone if you are unhappy or worried so that we can help you.
- Be neat and tidy. Wear your uniform with pride.
- Move around the school quietly and on the right hand side of corridors and stairs in single file. Hold doors open for people.
- Enter the room quietly; go to your place ready for work.
- Positive body language; smart uniform; top button done up; tie in place; shirt tucked in; hair tied back.
- Correct books and equipment.
- Focus at the beginning to be clear about your targets; the learning objectives and outcomes; what do I need to learn?
- Work efficiently during the main part of the lesson; speak respectfully; no banter or distracting behaviour.
- At the end of the lesson assess what you have learned/achieved; progress against targets?
- Be clear about the homework required – what and when – and write this in your homework diary.
- Leave the room quietly in an orderly way; go to the next lesson/break in an orderly way.



APPENDIX B, A STEPPED APPROACH TO BEHAVIOUR MANAGEMENT

Level	Examples of Behaviour	Action
1	Outstanding achievement or effort in, for example: <ul style="list-style-type: none"> - Academic and pastoral matters 	Years 1-6: 10x Two Star Awards = Bronze 20x Two Star Awards = Silver 30x Two Star Awards = Gold 50x Two Stars Awards = Platinum Years 7-8: Subject specific recommendations
2	Good Achievement or effort in, for example: <ul style="list-style-type: none"> - Academic and pastoral matters 	House points
<p><u>The Hampshire Way</u> We are honest; We are gentle We are kind and helpful We are good listeners We are hard workers We are respectful; We forgive Do your best to be your Best Self!</p>		
3	Low level negative behaviour, for example: <ul style="list-style-type: none"> - Talking out of turn - Off task - Disruptive in lessons - Poor effort - Rough Play <p>Use discretion for incorrect uniform, lateness to lessons etc...</p>	<p>A verbal warning for the child to make a choice: <i>'you can choose to continue your behaviour and lose a minute of privilege time or make the right choice'.</i></p> <p>If the behaviour continues, one* minute of privilege time is deducted, communicated to the form teacher via google docs, on the same day. *Up to 5 minutes at a time can be deducted for Years 7 and 8, depending on infringement</p> <p>Form teacher deducts time from class privilege chart.</p> <p>Lost privilege time cannot be earned back.</p>
4	High level and extreme negative behaviour, for example: <ul style="list-style-type: none"> - Consistently losing ten or more minutes of privilege time - Swearing - Truanting - Vandalism - Graffiti - Verbal and physical bullying - Abusive behaviour - Theft - Fighting 	<p>Child is sent to Phase Leader or Deputy</p> <ul style="list-style-type: none"> - Losing play time - Placement on report - Friday detention - Internal exclusion - Exclusion <p>In all circumstances, parents will be contacted.</p>



APPENDIX C, REWARDS AND SANCTIONS

Rewards

Throughout the school, good behaviour is promoted at all times. The Hampshire School believes that it is important to acknowledge and reward, in a positive way, those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise pupils' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm pupils who are "always good". They should not feel that the occasional badly behaved pupil is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. Staff may issue House Points to a pupil who displays The Hampshire Way.

General Encouragement

The importance of offering pupils encouragement and reward, as and when appropriate, cannot be overestimated. It is easy to see The Hampshire School pupils as able, confident, articulate and self-sufficient, and therefore to assume that personal affirmation will matter little to them. Quite the opposite is often the case – beneath apparent confidence, there can lie a number of insecurities, with that person needing frequent words of commendation and encouragement. It is very important, therefore, that all members of the teaching staff should be alert to opportunities for offering, routinely and informally, encouragement and endorsement when a pupil has done well or has clearly worked especially hard. In this context, written comments when marking academic work should be treated with particular care. In addition to such informal praise and encouragement, there are various ways in which notable achievements or contributions can be acknowledged formally. Ultimately, we encourage our pupils to foster intrinsic motivation so that material rewards become redundant.

Early Years

Children are encouraged daily through their classroom chart to acknowledge effort and achievement. Each day is seen as a fresh start. Each child also works towards retaining all of their "Golden Time" at the end of the week. A Learning Hero is awarded weekly to one child in class, for extra effort in a particular area.

House Points

House points can be gained for positive individual efforts both inside and outside the classroom. These are tallied weekly by the House Captains and are celebrated in assembly. House points are collated towards an end of term prize. Children can also earn house points through inter house competitions.

Bronze, Silver, Gold and Platinum Awards (Years 1-6) and Recommendations (Years 7-8)

Children in Years 1-6 earn Two Star Awards for exceptional work and being exceptional examples of 'The Hampshire Way'. Ten of these awards results in a Bronze/Silver/Gold/Platinum certificate and badge. Children in Year 7 and 8 receive Recommendation certificates for exceptional work and being exceptional examples of 'The Hampshire Way'.

Pupils are assessed on their approach to learning, based on the core values of the school.

They might be *courageous* with the questions they ask in their lessons, demonstrate *perseverance* with homework, or show *respect* to each other when receiving back assessment results in class. *Excellence* is an



individual journey for every pupil, and we support our pupils who work hard to improve their attitudes and overall progress.

Cups, Trophies and Shields:

There are a number of awards for all aspects of school life; for individual and team achievement. These are presented at the Graduation Prize Giving.

Head Teacher Award:

Children who display incredible work, work ethic or the epitome of 'The Hampshire Way' will be referred to the Head Teacher who will award a 'Head Teacher's Certificate' of recognition.

Sanctions:

It is the policy of the school to implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect.

We work constructively with the children to help them truly embrace the core values of The Hampshire School. Our sanctions are in light of helping the individual in developing respect and empathy towards others, as well as a sense of personal responsibility for their actions.

Misconducts (loss of Privilege Time minutes/Golden Time and warnings):

A misconduct can be issued by a member of staff if a pupil is disrespecting the school rules. Misconducts are logged by the staff member on the google docs with a brief explanation of the incident. This report is checked regularly by form teachers and the Deputy Head. A misconduct can be given for missed/poor homework, poor behaviour, chewing gum, use of phone, punctuality and uniform.

Behaviour misconducts - Loss of Privilege Time minutes/Golden Time:

Early Years -3: If a pupil is disrespecting the school rules, a verbal warning is given for the child to make a choice i.e.: 'you can choose to continue your behaviour and be moved down on Golden Time or make the right choice'. If the behaviour continues, the child is moved down in increments of 5 minutes, as appropriate to behaviour.

Lost Golden Time can/cannot be earned back:

Years 4-8: If a pupil is disrespecting the school rules, disrupts a lesson, is not living by 'The Hampshire Way' etc... a verbal warning is given for the child to make a choice i.e.: 'you can choose to continue your behaviour and lose a minute of privilege time or make the right choice'. If the behaviour continues, one* minute of privilege time is deducted and communicated to the form teacher via google docs, on the same day.

*Up to 5 minutes at a time can be deducted for Years 7 and 8, depending on infringement

Lost privilege time cannot be earned back.

Work misconducts – Warnings:

Years 4-8: For homework and class work not done or not complete to an acceptable standard, a child will receive a warning. Warnings will be logged on the google docs and monitored by the Form Teachers. After the second and third warning, parents are notified via email and the child will be invited to attend a morning homework club where they will receive support to catch up their work and help to manage their time. The Phase Leader/Deputy Head will work with the Form Teacher and pupil to ensure a change of behaviour and attitude happens quickly. If a pupil is not responding to support and the poor behaviour continues then after the fourth warning, a detention is issued.



All warnings reset to 0 at the start of each new term.

Uniform Misconduct: If a pupil is not wearing the uniform properly, a warning may be issued.

Letters of apology:

If a pupil has been deliberately malicious to either a member of staff or another pupil, then they will spend their playtime writing a letter of apology to the other individual.

Detentions:

Friday School detention is viewed as a serious sanction and it is hoped that it will rarely be used. However, if it is operational it will take place on Friday afternoons from 3:45 – 4:30 (for Years 4-6) and 3:45 – 5:00 (for Years 7 and 8) and are run by the SLT. Detention will take precedence over all other activities unless agreed with the Deputy Head, so that it is a meaningful sanction viewed with a degree of severity. When a child is issued their fourth warning, the Form Teacher must email the Deputy Head with the pupil's name and with a brief reason for the detention by 4pm on the day prior to the detention date. The Form Teacher must also contact the parents and log the detention on Goggle docs. Children will either complete unfinished work or will write a reflective essay that encourages the pupil to contemplate their misdeed. These are stored in the Deputy Head's Office.

Reasons a Friday Detention may be issued, other than warnings accrued for incomplete work:

Examples, noting that this list is not exhaustive, include:

- Swearing
- Vandalism of school property
- Disrespecting a member of staff
- Escalation from the Phase Leader/Deputy Head
- Bullying
- Cyber-bullying
- Continuous disruptive behaviour
- Stealing

Teachers must remember that pastoral care is not black and white and that every incident and child is individual. The purpose of sanctions is to help the pupil develop as a person and make better choices. If this is not happening then the Phase Leader/Deputy Head may need to take a different approach and use more creative sanctions.

Guidelines for Staff:

All members of staff are expected to be clear in their understanding of the standards expected of our pupils and to be vigilant in ensuring that any lapses of behaviour, either in or out of the classroom do not go unchecked. All misconducts can be logged on the google docs and the Form Teacher and Deputy Head track these slips in behaviour. With that in mind, all staff should strive to:

- Develop an effective rapport with each individual pupil.
- Establish a feeling of security for pupils by being consistent, firm and fair with them.
- Avoid direct confrontation but deal with situations in a calm and reasoned manner.
- Send problematic pupils to the relevant Phase Leader or Deputy Head.
- Know the whereabouts of every pupil in his or her charge at all times.



- Seek advice from the Phase Leader or Senior Staff member as and when a need arises.
- Follow the procedures outlined below.

More serious incidents leading to immediate school detention and/or parental involvement should be reported to the Phase Leader, Deputy Head or Head Teacher.

Incidents of a very serious nature:

On those rare occasions where the behaviour of a pupil becomes completely unacceptable and/or is seriously disturbing the learning of others:

If possible, the pupil should be accompanied to the Deputy Head's office to report to the Deputy Head until the end of the lesson. The classroom teacher must send an email immediately to the Pastoral Team to notify them of the pupil and brief details of the incident.

If the Deputy Head is not available, the member of staff is to contact Reception where the Receptionist will contact a senior member of staff who will come to collect the pupil and deal with the incident. Pupils are not to be sent out of lessons unaccompanied in the case of an incident.

Exclusions

Exclusions (temporary or permanent) are used in the most serious cases of all and the approach taken is detailed in our exclusions policy statement in Appendix C following.



APPENDIX C

Exclusions Policy

The school will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at The Hampshire School are:

- 'suspension' = temporary fixed term exclusion;
- 'expulsion' = permanent exclusion.

Neither sanction is used lightly.

The power to suspend or expel a pupil can only be exercised by the Head Teacher. If the Head Teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, in the case of a permanent exclusion, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Chairman of the Board. The school informs the parents how to make any such appeal.

Serious Offences and Exclusions

Serious offences are those that may have a significant impact on the individual pupil or others in the school.

Examples, noting that this list is not exhaustive, include:

- severe or persistent bullying, racism or harassment;
- stealing;
- extreme or persistent violence, actual or threatened, against a pupil or member of staff;
- sexual abuse, assault or activity;
- smoking, illegal drugs (possession and/or use) or alcohol (consumption or possession)
- significant vandalism;
- persistent misbehaviour when normal disciplinary measures have failed;
- carrying an offensive weapon

Procedure to be followed

- Parents must be informed immediately by phone with a follow up letter.
- Parents must be notified of their right to appeal.
- The Hampshire School will ensure that arrangements are in place for work to be sent home.
- Arrangements will be made for a return to school interview that includes the parents/carers.
- A re-integration Pastoral Support Plan will be put in place.

All cases of exclusion will be treated in the strictest confidence on a need to know basis and are not to be discussed outside the school

Responsibilities of the School

If the School commences an investigation, which may lead to a fixed term temporary exclusion or to permanent exclusion the Head must inform the parent immediately. Before resorting to exclusion the School will normally try alternative solutions (for example, a restorative justice process - whereby the harm caused to the 'victim' can be redressed). Parental contact will ideally be made by telephone, the telephone call being followed by a letter within one school day. The letter will include information about:

- the nature of the offence and the results of any investigation to date;
- that the sanction of a fixed term temporary exclusion or permanent exclusion may be imposed;



- in the case of a permanent exclusion the parents' right to state their case to the Head and if that is not satisfactory then to the Advisory Board and whom they should contact to do this, including the latest date that the parent may give a written statement to the discipline committee;
- The parents' right to see their child's school record and the Head must comply with such a request within 15 school days, although in exclusion cases compliance should be prompt.
- The Head may not suspend a pupil for more than 5 days or an aggregate of 15 days in any school term without the agreement of the Board of Governors.
- In the case of permanent exclusion, agreement in writing will be obtained from the Chairman of the Board insofar as it does not conflict with the impartiality of any Appeals process.
Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason. The decision to exclude for a fixed term will be notified to the parent in writing with reasons. If the School determines that a pupil should be excluded for a fixed period, the Head will provide the parent in writing with information as to:
 - The period of the Fixed Term Exclusion;
 - The arrangements, such as setting work, to allow the pupil to continue their education during the Fixed Term Exclusion.

If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period Temporary Exclusion or to convert it into a Permanent Exclusion, the Head will write again to the parent with the reasons for this decision. The decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or an exceptional 'one-off' offence has been committed. Parental cooperation forms part of the contract between the school and all the parents at the school. The correspondence will be easily intelligible and in plain English.

Appeals

If parents or guardians wish to appeal against a permanent exclusion, then they must do so to the Chairman of the Governors in writing, within one week of the letter notifying the parents or guardians of the exclusion. The Chairman of the Board will establish an Appeal Panel to consider the appeal. It will include one person independent of the management, leadership and governance of the school.

The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. All letters and documents relied on by the Head shall be made available to the parents or guardian prior to the hearing. The parents or guardian or their representative may ask questions of the Head or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or guardian or their representative, or in the absence of the Head who is the Proprietor. At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The permanent exclusion is confirmed
- The permanent exclusion is rescinded
- The permanent exclusion be rescinded and replaced with an alternative sanction.



The Hampshire School

C H E L S E A

The recommendation shall be communicated to the parents or guardian and the Head. Every pupil has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the School decides (after completing the investigation or because of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parents with the reasons for this decision.