



BEHAVIOUR FOR LEARNING POLICY

Transparency, Immediacy, Consistency

All of our students are individuals of whom we have the highest expectations. The aim of this policy is to create a stimulating, safe, caring and positive learning environment in which everyone can be successful and effective learning can take place. It places emphasis on recognising the positive in every student, underpinned by our core values of Thinking Big, Working Hard and Being Kind. It is guided by three key themes that have informed the development of our Behaviour for Learning (BfL) procedures: transparency, immediacy and consistency.

We focus primarily on promoting intrinsic prosocial behaviour, recognising that sanctions punish poor behaviours, but do not change them. Our staff are trained in restorative approaches, restorative conversations and trauma informed practice. A significant number of middle leaders are trained in Mental Health First Aid.

Expectations of behaviour

We expect students to Think Big, Work Hard and Be Kind. These values are designed to inform the way students engage with the world around them. They also capture how we expect students to behave in school. They form part of the common language used by staff and students to assist with taking a consistent approach to reinforcing the habits of a successful learner. The code of conduct is displayed in every classroom and around the school and returned to regularly by staff when discussing behaviour (*see appendix 1*). We expect this resource to be used proactively when setting expectations in assemblies and classrooms. It is also used with individuals to frame parental meetings, inform mentoring sessions, and set targets and as a justification for rewards.

Our high-level behaviour expectations have been broken down into more practical actions for students and these expectations are printed and laminated for display in all classrooms and around the school (*see appendix 1*).

Recognition and rewards

We know that we can develop the character and self-esteem of young people by recognising positive behaviour. This will help us create a stimulating and secure environment in which staff and students can work safely, promoting the development of every young person.

Staff and students will use our core values – Think Big, Work Hard, Be Kind’ – as a shared language to describe what it takes to succeed and, in turn, to identify and recognise success.

We expect each adult who works in our school to commit to first recognising the positive in every student.

Recognition points

Each lesson or enrichment activity is an opportunity for students to receive praise and recognition. Positive levelled behaviours are recorded centrally on PARS; accumulation leads to a variety of rewards and interventions in line with our central recognition and rewards calendar.

Additional recognition and rewards

Each half term is an opportunity for the Senior and Extended Leadership Team to celebrate the success and achievements of individuals and groups of students beyond the points system. Celebration assemblies, events and enrichment trips are held regularly to provide opportunity to celebrate the academic, sporting, artistic, personal, moral and social achievement of all students.

The Extended Leadership Team are responsible for monitoring a consistent and equitable approach to the issuing of rewards. They provide a termly review of rewards data for the leadership team.

Early intervention

If a student struggles to meet behavioral expectations, we are committed to providing early intervention to help them improve. We recognise that poor behaviour may be a symptom of other needs that a student may have, and we aim to address these as soon as they are identified.

Intervention	Description
School counsellor	Individual counselling from a trained practitioner Maximum caseload 20 students a day
Mental health support worker	Camden-provided service for or students with low mood and anxiety Maximum caseload 5 students
Mentors	Group work focusing on CSE/relationship issues/self esteem One-to-one for vulnerable students such as those with EHCP or CLA
Youth safety lead Peer mentors/HABZ	Oversees the Anti-Bullying peer mentors and supports with whole school anti-bullying policy. Sessions the with Safer Schools Officer support students
Educational support worker	Attendance issues – parent/carer meetings, home visits Family support for those known to Children Services
Educational Psychologist	Observation of students in class to identify further intervention Targeted support in preparation for EHCP application

Multi agency forum meetings (MAF)

MAF meetings are held for each year group on a fortnightly cycle. Pastoral, SEN, wellbeing and safeguarding leads attend the meeting to discuss referrals regarding attendance, behaviour, safeguarding concerns and any in-year admissions to determine effective transition.

All staff can share concerns regarding students with HOYs, who will make MAF referrals, using their deeper knowledge of students.

Children at risk of exclusion meetings (CARE)

CARE strategy meetings are held on a half-termly basis, informed by the fortnightly cycle of pastoral line management meetings. Students at risk of exclusion (based on behaviour points and one-off incidents) are considered on a case-by-case basis, with strategies shared and evaluated.

Anti-bullying strategy

See our separate anti-bullying policy for details on proactive, preventative measures and the school's response to incidents of bullying.

Conduct and Sanctions

All students have the right to learn, and all teachers have the right to teach; positive behaviour makes this possible.

At Hampstead School we will always seek to employ a restorative approach with students who find this responsibility challenging and will work closely with families, empowering them to provide active support for their child's conduct. We aim to balance consistent recognition with consistent behaviour management. Every student is expected to take responsibility for their own behaviour, with a clear structure making this possible as outlined on our behaviour flowchart (*see appendix 2*).

Our conduct system is underpinned by positive relationships between staff and students. Staff use formal reminder scripts to ensure a consistent and transparent approach (*see appendix 3*). All behaviour is logged on PARS using a levelled behaviour system.

Central Teacher Detention

If a student displays Level 2 behaviours, they are required to take part in a Central Teacher Detention on the same day after school (1500-1530).

Restorative and reflective principles continue to guide this intervention; students are given a reflective activity to complete during the detention and hold a restorative conversation with the member of staff who set the detention. If the student does not attend the detention it is escalated to a 45-minute Head of Year detention the following day.

Internal exclusion, suspensions and permanent exclusions

Hampstead School uses internal exclusion and fixed term suspensions as part of a graduated approach that balances the needs of the individual child with the safety and wellbeing of staff and the wider student body.

Our approach is informed by the most recent government guidance:

[School suspensions and permanent exclusions - GOV.UK \(\[www.gov.uk\]\(https://www.gov.uk\)\)](https://www.gov.uk/government/guidance/school-suspensions-and-permanent-exclusions)

Internal exclusion (The Hub)

The Hub provides immediate behaviour respite provision for students who persistently breach the school's code of conduct or who are involved in a serious one-off incident. These students will be removed from lessons, break time and lunch time for the remainder of the day, staying within the respite provision until 1530. Further sanctions may be necessary, depending on the nature of the incident. This might include an extended period of internal exclusion within The Hub.

Referrals to The Hub (*see appendix 4*) can only be made by members of SLT, Heads of Year, Heads of Faculty, or the Senior Pastoral Support Officer.

Students referred to the Hub engage in a range of reflective activities and subject-specific work. Teaching assistants and mentors provide personalised support. The space is also used to facilitate further investigation and restorative conversations.

Suspension and permanent exclusion

In the event that a student has presented with behaviour that seriously contravenes our code of conduct, the Head may decide that a fixed term suspension or a permanent exclusion is warranted. The following are examples of serious breaches which may result in this course of action (this is not an exhaustive list). Decisions to suspend and exclude can only be made by the Head.

Behaviour	Examples
Physical assault against student / staff	Assault, fighting, violent behaviour
Verbal abuse against student / staff	Threatened violence, aggressive behaviour, swearing, verbal intimidation
Bullying	Verbal, physical, virtual
Discrimination	Bullying, verbal abuse, physical assault that can be connected to protected characteristics.
Sexual misconduct	Sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti, sexual grooming
Drug and alcohol related incidents	Possession of illegal substances, supply of illegal substances, inappropriate use of prescribed drugs, drug dealing, vaping/smoking, alcohol/substance misuse, use of 'legal highs'
Possession of a bladed or offensive weapon	Possession of any bladed knife or an offensive weapon (with or without intent to do harm).
Damage	Vandalism, arson, graffiti
Theft	Stealing school property, stealing personal property (student or adult), stealing from local shops or on a school outing
Reputational damage	Bringing the school into disrepute

Bringing a bladed or offensive weapon onto the school site, or being in possession of a knife or offensive weapon on the school site, will warrant a permanent exclusion. The same applies to the

supply of illegal substances. Both may also result in police arrest.

We seek to support students through a range of disciplinary measures with the aim of preventing permanent exclusions. These may include, but are not limited to: The Hub, time at another internal exclusion unit at another school, fixed term suspension, managed moves, and alternative provision.

Use of Mobile Phones

Students are allowed to bring mobile phones to school, but they cannot be seen or heard on the school site. In the event that a student uses their mobile phone, it will be immediately confiscated by a member of staff and returned at the end of the school day. The same rule applies to headphones and air pods.

Should a student need to use their mobile phone for a legitimate reason, they should ask a member of staff who will allow them to use it in their vicinity.

Sixth Form students can use mobile phones to support independent study in the library and Sixth Form Study Centre. Classroom teachers may give students permission to use mobile phones for teaching and learning reasons within lessons.

If a student persistently breaches this rule, the school will confiscate the mobile phone for a longer period of time, liaising with parents/carers and returning it directly to them. As use of mobiles phones is clearly prohibited within our rules, they are covered by confiscation powers given to schools by the DfE:

[Searching, screening and confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Responsible Use of social media

In PSHCRE, assemblies and tutorial periods, we emphasize the importance of staying safe online and using social media responsibly. If we learn of an incident that impacts on another individual's wellbeing we will intervene and investigate. The Safer Schools Police Officer will often be involved in investigations.

We will keep parents informed of our findings and where necessary suggest resources that may help parents understand the online world that students use. Further guidance can be found in the Hampstead School Online Policy.

Searching students and reasonable force

Headteachers, and staff authorised by the headteacher, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Vapes
- 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 the property of, any person (including the student).

When searching students, Hampstead School follows the guidance set out in the Department for Education's policy Searching, Screening and Confiscation February 2014 as well as guidance set out by the Camden Local Authority.

Reasonable Force

Hampstead School adheres to Camden Local Authority's guidance to only use reasonable force where there is a risk of harm to the student or others, or a risk of substantial damage to property. This is informed by the DfE's guidance on the use of reasonable force.

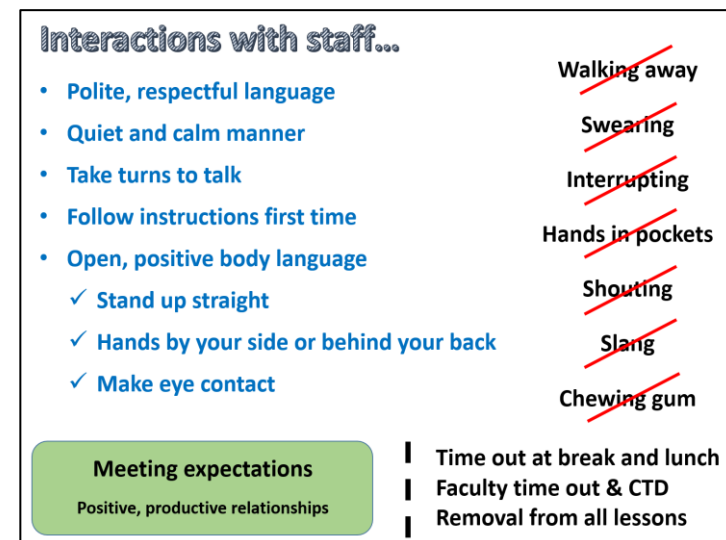
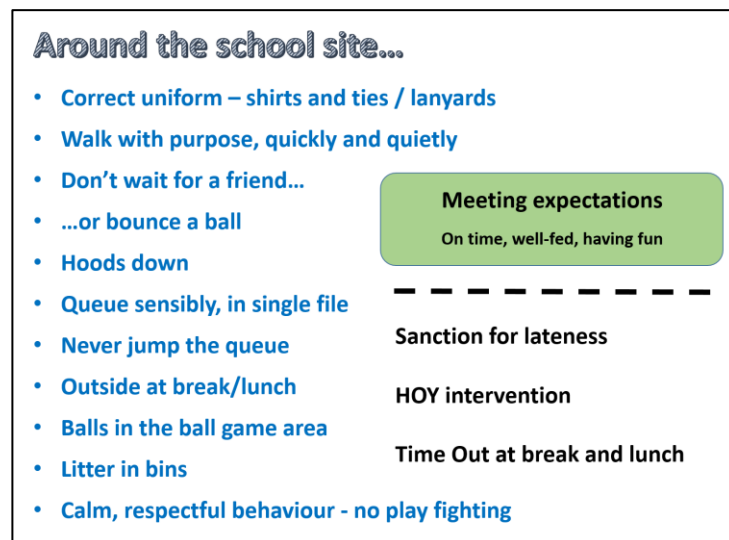
[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/2020-03-16-Search-Confiscation-Guidance.pdf)

Policy Consultation & Review

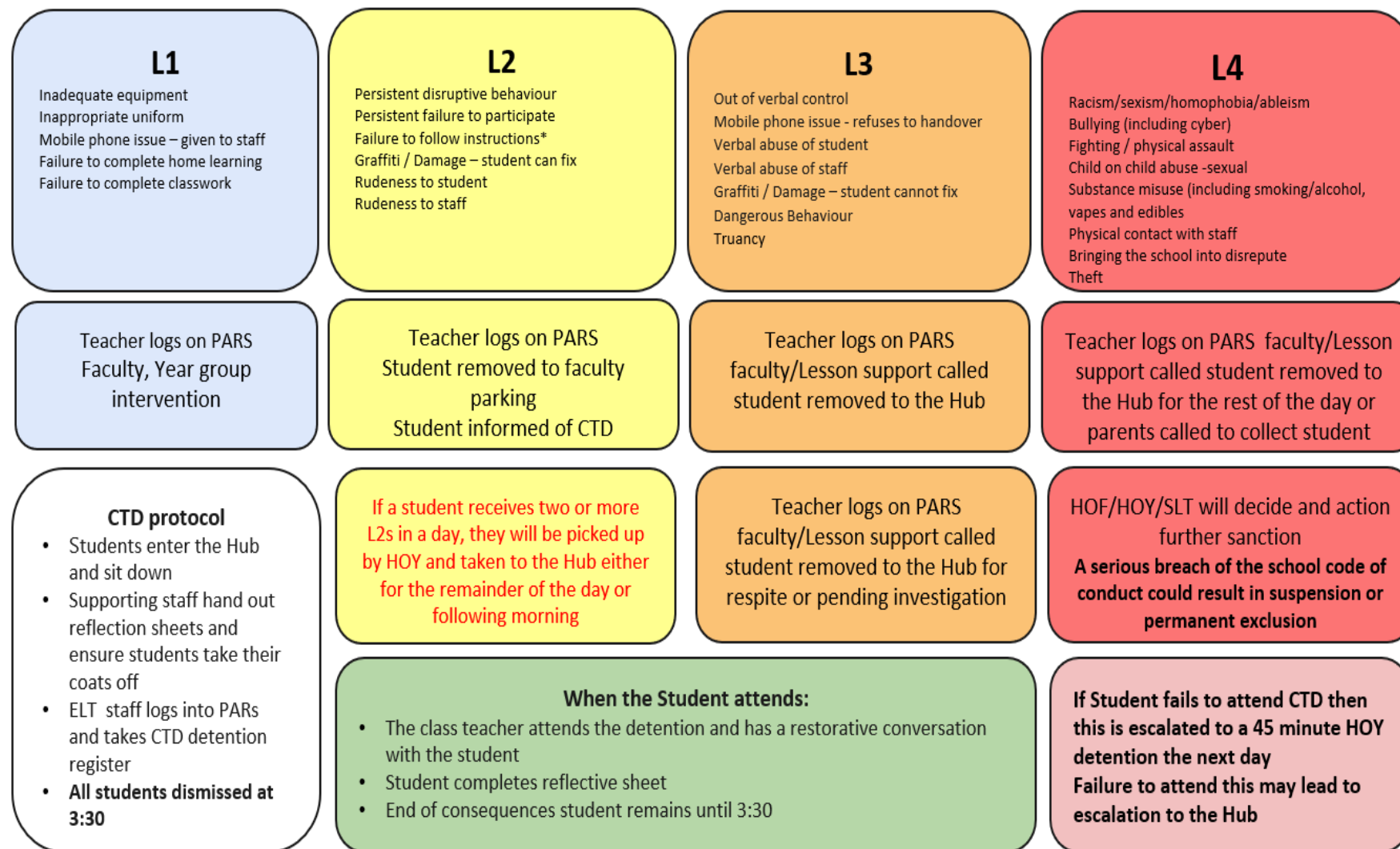
This policy is available on our school website and available on request from the Administration Office.

This policy was last reviewed by the Behaviour and Personal Development Committee on 15 March 2022 and agreed by the Governing Body on 22 March 2022. This policy will be reviewed on an annual basis. It is due to be reviewed again in the academic year 2022-23.

Appendix 1: Hampstead School's expectations of behaviour



Appendix 2: Behaviour flow chart and levelled behaviours



Appendix 3: Formal rule reminder script

It is important when using a rule reminder system that improvised responses are avoided. To achieve greater consistency across the school we must ensure that the language and scripts used reflect our whole school values and ethos.

Staff must use the suggested script, interspersed with the appropriate range of de-escalation strategies. Non-verbal cues, reminding the student of the expectations or asking the student to remember the rule is an effective way to do this. On most occasions, this can be said in a positive tone.

Examples:

“Ben. Remember our rule for... thank you” “Ben. What is our rule for ...?”

If a student does not respond to these strategies, the process of formal rule reminders begins.

	Steps	Actions
1	Formal rule reminder	A reminder of the expectation in the lesson / rule that has not been followed – privately if possible. For the first formal rule reminder the teacher should name the student and refer to the rule. E.g. <i>“David we’ve got a rule for..... You need to use it. This is your reminder. Thank you”</i>
2	2 nd formal rule reminder	A clear verbal caution delivered – privately if possible. The student should be made aware of their behaviour and the consequences clearly outlined using the language of choice. E.g. <i>“David. If you choose not to..., you will be choosing to have a 30-minute detention after school. This is your final reminder. Think carefully about your choice”</i>
3	3 rd formal rule reminder	The student is made aware of their detention using the language of choice. E.g. <i>David, you have chosen to see me in detention after school. This will take place in the Dining Room. You need to make your way to the faculty time out room. Thank you”</i>
4	Restore	If the student does respond to the formal rule reminders and changes their behaviour, this must be acknowledged. E.g. <i>“I’m glad you made a responsible choice David”</i>
5	Escalation	If a student refuses to make their way to the faculty time out room, the member of staff should escalate to faculty or lesson support. The student should be removed from lessons and referred to the Hub.

Appendix 4: Hub referral system

<p>Hub Respite</p> <p>Has been proactively identified by the pastoral team as needing time out of lessons. e.g. A student whose behaviour dips after a visitation weekend may be referred for a respite day on the Monday.</p>	<ul style="list-style-type: none"> • Student picked up by HOY • Booked into the hub using the sheet • The student is able to go out at break and lunch (if appropriate to reasons behind respite). 	<ul style="list-style-type: none"> • Only HOYs, HOFs and SLT are able to refer students to the Hub.
<p>Hub Time Out*</p> <p>Has received three rule reminders (and with them a CTD), but the faculty do not have capacity to park them for the remainder of the lesson.</p>	<ul style="list-style-type: none"> • Student sent to the hub with a note from hub HOF • Stays for the remainder of the lesson • Not logged as a hub referral • CTD at the end of the day 	<ul style="list-style-type: none"> • It is vital that learning continues despite this pastoral intervention. Hub students work in silence on curriculum work and reflective tasks. This work has been provided by subject leads
<p>Hub Early Help</p> <p>Has demonstrated Level 2 behaviours in more than one lesson during the day. <i>Or, and/or</i> Has been involved in a Level 3 or Level 4 incident during the day.</p>	<ul style="list-style-type: none"> • Student picked up by HOY and booked into the Hub • Student stays in the Hub for the rest of the school day (including break and lunch) • Student sits CTD at the end of the day • Further sanctions may then be applied. 	<ul style="list-style-type: none"> • Laptops are available for use by students • SEN students who have been referred continue to receive support
<p>Hub Investigation</p> <p>Is involved in a serious incident, the details of which are not yet fully understood.</p>	<ul style="list-style-type: none"> • Student remains in the hub until the investigation process is complete 	<ul style="list-style-type: none"> • As with CTD, the Hub may not be a suitable intervention when this is the case alternative arrangements will be made, led by HOY and the Achievement support team
<p>Hub IEU</p> <p>Has been involved in behaviour that requires a prolonged period of reflection time. e.g. A serious Level 3 or Level 4 behaviour, Persistent Level 2 behaviours over time or for truancy</p>	<ul style="list-style-type: none"> • Student booked in in advance by HOY • Students remain from 0815 to 1545 on each day of referral • Reintegration meeting 	<ul style="list-style-type: none"> • Sixth Form students are welcome to complete private study • Staff are welcome to hold meetings