



BEHAVIOUR POLICY

Audience	Parents/Carers, Staff, Governors
Date of renewal/updates/review	Annually
Named person responsible for monitoring	Deputy Head via Inclusion Manager
Agreed by Quality Assurance Committee	28 November 2018
Ratified by Governing Body	12 December 2018

At Hampstead School we aim to create a stimulating, safe, caring and positive learning environment where everyone can be successful and effective learning and teaching can take place. We are committed to the United Nations Convention on the Rights of the Child (UNCRC) and particularly endorse Article 28: Every child has a right to education and Article 29: Education must develop every child's personality and talents and abilities to the full, within education that is fair and humane. To this end, good behaviour in all aspects of school life is central and it is the responsibility of every member of staff and all students. We promote this through the curriculum, support systems and our discipline procedures, including rewards and sanctions. Disruptive behaviour must never be allowed to impact on learning or on safety.

All our practices are underpinned by statutory requirements. This policy is also augmented by many school policies such as the Anti-bullying Policy, Equal Opportunities Policy, Classroom Standard Operating Procedures and the Special Needs Policy. We adhere to DfE guidance on Discipline and Behaviour in Schools 'Screening, Searching and Confiscation' and 'Use of Reasonable Force' and endorse UNCRC Article 19: Governments must do all they can to ensure that children are free from all forms of violence abuse, neglect and mistreatment.

It is Hampstead School's policy that every student reads and signs a copy of the **School Rules (see Appendix 1)** when they start at Hampstead School, this includes Casual Admissions.

The **School Rules** are supported by:

- Having high quality teaching which challenges and engages students at all levels. This increases motivation and promotes effective learning with good behaviour;
- A pastoral curriculum and practices, which promote positive behaviour, strong inter-personal skills and a sense of responsibility;
- Achievement Points, logged on our Management Information System (MIS), are a central part of our rewards system, and are used to inform tutors and parents about student progress;
- Planners which are used to communicate between home and school;
- 'Star of the Hour' which is issued to two students each lesson in recognition of excellence and linked to Achievement Points;
- Following shared procedures (see *Behaviour for Learning* procedures, *Appendix 2*) in dealing with poor behaviour. Heads of Faculty, the Inclusion Manager and Student Support Centre (SSC) and Heads of Year (HoY) are key agents in this. This may include sanctions such as detentions, Internal Exclusion, and External Exclusion. The Head signs all Exclusion letters, and in his absence the designated Deputy Head (acting as Head) that term;
- The Fail to Attend (FTA) points system which is used if students choose not to attend detention (see *Appendix 3*);
- The strategic involvement of members of the Leadership Team and the Governors Student Disciplinary Committee;
- Logging of levelled behaviours to support tracking and intervention;
- Providing support systems such as the Student Support Centre (SSC), to which students will be referred by Heads of Years (HoYs);
- The successful re-integration of students from the Internal Exclusion Unit (IEU), and off-site provision in partnership;

- A senior staff whole-school climate walk every lesson
- Working with multi-agencies to provide appropriate education for those for whom Hampstead School is not the best option;
- The establishment of a close partnership with parents and the community.
- The Team around the Child including Multi-Agency Forum (MAF) and Safer Schools Partnership (SSP)
- The right to direct students to suitable and accredited off-site provision to improve their behaviour, whilst remaining on the school roll.

Through a continuous programme of consultation and staff training, we develop a consistent approach.

APPENDIX 1

Behaviour for Learning

BEHAVIOUR PROCEDURES

As a flagship Rights Respecting School and in accordance with the United Nations Convention on the Rights of the Child, everyone has the RIGHT to:

Feel safe and secure

Be treated with courtesy

Have equal opportunities, regardless of gender, race, religion, sexuality or ability

Be able to work

Be valued as a member of the school community

Whole School Rules

1. Rights Respecting behaviour adhered to at all times
2. Arrive on time in full school uniform to registration and to every lesson with the required equipment for learning
3. Electronic devices must be switched off and kept out of sight during the school day and whilst on site
4. No unhealthy/fizzy drinks permitted in school
5. No dangerous objects or substances are allowed in school
6. Skates or skateboards are not allowed to be used on the site unless as part of a school activity
7. Smoking, including vaping, is forbidden as is chewing gum
8. Any fighting – including play fighting – is forbidden
9. Students must give their name to members of staff when requested
10. No cycling on the school site, unless as part of a school activity

Corridor Rules

1. No running
2. No shouting
3. Use of Rights Respecting language
4. Keep to the left

Classroom Rules are in line with our Classroom Standard Operating Procedures.

1. Remove all hats / coats / bags
2. Follow staff instructions and do your part to make for purposeful learning
3. Use respectful language, following listening rules and do not call out
4. Do not eat / drink / chew except for water as permitted

The following is a summary of some of the rewards used across the school:

If you:	We will:
Follow all classroom rules Complete all class work to a high level Complete a strong piece of home learning Make an outstanding contribution to the lesson Achieve 100% attendance and punctuality Show yourself to be a good citizen of the school	Issue Achievement Points (given for the 5Rs: Resourcefulness, Responsibility, Reasoning, Reflection, Resilience) Send a letter / postcard / make a phone call home Award you with a certificate Issue a 'Star of the Hour' (2 issued per lesson in each class across the school) Enter you for the Jack Petchey Award The Head will call home to recognise consistent effort, improvement and excellence

Classroom Sanctions:

If you:	We will:
Do not follow a classroom rule	(1) Remind you of the rule
Ignore the reminder	(2) Give you a clear verbal warning & may issue a subject detention
Continue to disrupt the learning after a clear verbal warning	(3) Give you a simple choice – <i>either follow instructions and stay to learn, or disrupt the lesson again and you may be removed</i>
Are removed from the class	(4) Three warnings result in a call out or faculty withdrawal
Have 3 warnings	(5) Withdraw you from the room to work somewhere else in the faculty. Teacher will issue a subject detention to catch up on missed learning, that they will supervise.
Additionally	If disruption is serious, a senior member of staff may be called.

Classroom sanctions will be logged in MIS under the appropriate levelled behaviour and further action taken for level 3 and 4 behaviours

Parent/Carer and Student Responsibilities:

Being on time is a school rule. The school day begins at 0840, and students must be on site by 0835. Students who are late to school will be given a same day lunchtime 20 minute detention. Persistent lateness triggers further multiagency involvement.

- Attendance is compulsory. If students are unable to attend, **the school must be told** at the very latest on the second day of absence either by letter, e-mail (attendance@hampsteadschool.org.uk) or by a telephone call to the Attendance Line (020 7472 5380).
- Evidence of appointments and visits to the doctor, dentist, hospital or other such places for treatment, must be provided
- If a student is ill or injured at school they must report to a responsible adult and their Head of Year, who will send them to First Aid, where appropriate, so that they can be assessed. Students **must not go straight home**. The school will do its utmost to ensure home is contacted. For this reason **parents must provide up-to-date information of contact telephone numbers and addresses**. Students must not contact home without the permission of their Head of Year.
- Pen, planner, pencil, ruler and rubber, with books in a proper bag are essential pieces of equipment. Students must take these to lessons so that they are always prepared for learning.
- Some subjects provide special equipment. It is the responsibility of students to treat this with respect and use it according to the guidelines given by the teacher.
- Home learning/independent learning is an integral part of school work and must be completed and handed in on time.
- It is a student's responsibility to go to the toilet at break and lunchtime. In an emergency, students must have a Toilet Pass from their teacher.
- It is expected that students will help to keep the school and the environment clean and tidy and not leave rubbish behind for others to tidy up.

9. Any damage or graffiti to any school surfaces costs a significant amount of money to put right. Students will be expected to make good the damage in both effort and parents / carers will be invoiced for costs.
10. Ball games have to be played in the proper areas, not near buildings where windows can be broken or near to the very low boundary walls where neighbours would be disturbed.
11. Any student wishing to cycle to school must have a lock for the bicycle. They are advised not to leave easily removable parts on their bicycles.
12. We do not take responsibility for the loss of any item brought to school. No mobile phones or other electrical devices are allowed out on the school site. Any carried into school and seen by an adult will be confiscated.
13. Show respect for our school community and members of the public to and from school.

APPENDIX 2
Behaviour for Learning
Behaviours for which the school may exclude students:

Physical assault against student Includes: <ul style="list-style-type: none"> • Fighting (incl. play fighting) • Violent behaviour • Wounding • Obstruction and jostling 	Physical assault against adult Includes: <ul style="list-style-type: none"> • Violent behaviour • Wounding • Obstruction and jostling
Verbal abuse/threatening behaviour against student Includes: <ul style="list-style-type: none"> • Threatened violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation 	Verbal abuse/threatening behaviour against adult Includes: <ul style="list-style-type: none"> • Threatened violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon
Bullying Includes: <ul style="list-style-type: none"> • Verbal bullying • Physical bullying • Homophobic bullying • Racist bullying 	Racist abuse Includes: <ul style="list-style-type: none"> • Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
Sexual misconduct Includes: <ul style="list-style-type: none"> • Sexual abuse • Sexual assault • Sexual harassment • Lewd behaviour • Sexual bullying • Sexual graffiti 	Drug and alcohol related Includes <ul style="list-style-type: none"> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing • Smoking • Alcohol abuse • Substance abuse
Damage Includes damage to school or personal property belonging to any member of the school community: <ul style="list-style-type: none"> • Vandalism • Arson • Graffiti 	Theft Includes: <ul style="list-style-type: none"> • Stealing school property • Stealing personal property (student or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
Persistent disruptive behaviour Includes: <ul style="list-style-type: none"> • Challenging behaviour • Disobedience • Persistent Violation of school rules • Non-attendance to detentions 	Other Includes incidents which are not covered by the categories above: <ul style="list-style-type: none"> • Bringing the school and/or the Community into disrepute

Any student bringing a knife or offensive weapon onto the school site, or being in possession of a knife or offensive weapon on the school site, or dealing drugs will warrant a permanent exclusion.

APPENDIX 3

Behaviour for Learning

Detention Points System

The Process

1. Teacher sets own Subject Detention and records in student's planner, along with date of WSDS if the student does not attend the Subject Detention. The teacher should record the levelled behaviour which led to the detention being set. **The Subject Detention itself should not be recorded on PARS, if the student attends.**
2. If a student fails to attend their teacher detention then the teacher must add the student to the following day's Whole School Detention System (WSDS) detention list and add a clear description on PARS. 5 Failure to Attend (FTA) points are added to the students record.
3. If the student fails to attend their WSDS the student is put into Senior Leadership Team (SLT) detention and 10 FTA points are added.
4. If student fails to attend a Late Detention at lunchtime, this is recorded by SLT, the student is put into WSDS and 5 FTA points are added.
5. Student is informed of SLT detention, by tutor and /or HoY with a note or sticker in the planner.
6. If the student fails to attend SLT detention, this is recorded on PARS and a further 20 points are issued, a letter is sent home to inform parents and the student will meet with the Head on Monday morning.

Main Points

- Detentions should be recorded in the student's planner
- Once the student has been given a fair chance to attend and the matter has been referred, the teacher **is not** obliged to chase the outstanding detention, however, the student must be informed of the course of action (and given the additional points)
- Late, WSDS and SLT detentions must be logged on PARS
- If a student fails to attend a detention, then they move to the next level of detention
- Tutors should inform tutees of their positive and negative (FTA) points every week. This should also be discussed at Year Team meetings and MAF.
- All detentions should be positive with a learning outcome e.g. home learning or silent reading
- Failure to attend a Subject or Late detention = 5 points
- Failure to attend a WSDS = 10 points
- Failure to attend a SLT Friday detention = 20 points

Points mean action

As FTA points accumulate, there is a staged process of interventions. Information about FTAs is complemented by the recording of different levels of behaviour that students have displayed by staff on PARS, to give a full picture of the student's behaviour for learning:

Earned Points

FTA	Sanction	Staff responsible
5	Same day Subject Detention Up to 20 minutes	Subject teacher
5	Same day Late Detention Lunchtime 20 minutes	SLT
10	WSDS Detention Daily after school detention 30 minutes	ELT
20	SLT Detention Friday after school 1 hour	SLT

As points accumulate, there is a staged process of interventions.

FTA POINTS	STAFF	ACTION
20-40	Tutor	Following publication of weekly Positive and FTA points report, tutor identifies and speaks to any applicable students
40-60	SSC Manager	Following publication of weekly Positive and FTA points report, Student Support Centre (SSC) Manager identifies any applicable students and sends a letter home. This will be added to linked documents in MIS
60-100	HoY (in conjunction with Tutor/SSC Manager if required)	Following publication of weekly Positive and FTA points report, HoY speaks to student (and parent/carer if deemed appropriate) to warn of consequences for 100 points. This will be recorded on PARS Communication Log
100	HoY, IEU Manager and SSC Manager	HOY books student into the IEU for three consecutive days. Parent must come into school for reintegration meeting with HoY (and SSC Manager if deemed appropriate) before student returns to lessons

Accumulating 100 points on three occasions warrants a Permanent Exclusion.