



## BEHAVIOUR POLICY

<b>Audience</b>	Parents/Carers, Staff, Governors
<b>Date of renewal/updates/review</b>	Annually
<b>Named person responsible for monitoring</b>	Associate Assistant Heads
<b>Agreed by Governing Body</b>	10 December 2019

Full Inclusion lies at the heart of 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 prosocial behaviour in all aspects of school life is central and it is the responsibility of every member of staff and all students. We aim to create an environment that maximises students' opportunities and motivation to learn. Students look to **us** to create a sense of security and order. We promote this through the curriculum, support systems and our restorative and disciplinary procedures. Disruptive behaviour must never be allowed to impact on learning or on safety. Consequently, we focus primarily on promoting intrinsic prosocial behaviour, recognising that sanctions punish poor behaviours, but do not change them. Our staff are extensively trained in Restorative Approaches, Restorative Conversations (RC) & Trauma Informed Practice. All middle leaders are trained in Mental Health First Aid.

All our practices are underpinned by statutory requirements. This policy is informed by the Educational Endowment Foundation's "Improving Behaviour in School" and associated school policies such as the Anti-bullying Policy, Equal Opportunities Policy and the Special Needs Policy. We adhere to Department for Education (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.

Good prosocial behaviour is supported by:

- The establishment of a close partnership with parents and the community
- 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 and consequences, logged appropriately, are a central part of our rewards and consequences 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 in each lesson in recognition of achievement
- All staff being consistent in the use of Hampstead School's Standard Operating Procedures (SOPs) and challenging poor behaviour without fail
- Heads of Faculty (HoF) and Heads of Year (HoY) are central in supporting this approach, this may include a range of strategies such as restorative conversations, reflection, self-regulation, brief time-out or calls home.

- As a trauma informed practice school, the Connection-before-Correction envelope is essential to disciplinary interactions. Detentions, Internal Exclusion, and External Exclusion are also available as a back stop
- 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 is used if students choose not to attend an initial restorative conversation or subsequent Whole School Detention System (WSDS) / Senior Leadership Team (SLT) 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
- Provision of support systems such as:
  - Student Support Centre (SSC); Mentoring, Counselling, Child & Adolescent Psychotherapist including family therapist, Mental Health School Practitioners, Achievement Support, Bilingual Support, Safer Schools Officer, Student Safety Officers, City Year Volunteers
  - Students deemed as being vulnerable and those families identified as requiring support can be referred to any of the above services or external agencies as appropriate
  - Vulnerable students are identified via the school's Multiagency Agency Forum (MAF)
  - The successful re-integration of students from the Internal Exclusion Unit (IEU) and off-site units in partnership
  - Working with multi-agencies and neighbouring schools to provide appropriate education for those for whom Hampstead School is not the best option
  - The Team around the Child
  - 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 staff training, we develop a skilled and consistent approach.

Our Inclusion agenda is concerned with raising the standards of achievement in all students irrespective of background. Balancing the needs of the few against the needs of the many is our challenge. Our fundamental aim is to encourage all students irrespective of background, heritage, class, religion gender or ability to realise their potential and ensure they all have equality of education

## APPENDIX 1

### 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 Expectations:**

1. Rights Respecting language and behaviour adhered to at all times
2. To conduct themselves in a prosocial way
3. Arrive on time in full school uniform to registration and to every lesson with the required equipment for learning
4. Electronic devices must be switched off and kept out of sight during the school day
5. No unhealthy / fizzy drinks permitted in school
6. No dangerous objects or substances are allowed in school
7. Smoking is forbidden
8. No chewing gum
9. Any fighting, including play fighting, is forbidden
10. Students must give their name to members of staff when requested
11. No cycles / skates or skateboards can be used on the school site, unless part of a school activity

#### **Corridor Expectations:**

1. No running
2. No shouting
3. Keep to the left
4. Look after your school environment

#### **Classroom Expectations are in line with our Classroom Standard Operating Procedures:**

1. Remove all hats / coats / bags
2. Follow your teacher's 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, with the exception of water

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

<b>If you:</b>	<b>We will:</b>
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 Call home from the Head

## Parent/Carer and Student Responsibilities:

The school day begins at 0840, and students must be on site by 0835. If students are late for Tutor Period, they will be marked as late and the time made up in a meeting with the Head of Year (HoY). Persistent lateness triggers further multi-agency involvement.

1. Attendance is compulsory. If students are unable to attend, **the school must be told** on the first day of absence either by letter, e-mail (*attendance@hampsteadschool.org.uk*) or by a telephone call to the Attendance Line (020 7472 5380).
2. Evidence of appointments and visits to the doctor, dentist, hospital or other such places for treatment, must be provided.
3. If a student is ill or injured at school they must report to a responsible adult and their HoY, 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 HoY.
4. Students should always bring a suitable bag to school to carry their books and other equipment. This should include their Student Planner, pens, pencils, ruler and rubber, a reading book and mathematical equipment. They will also need to bring the special things they will need on a particular day, for example PE kit and a towel. Students must take these to lessons so that they are always prepared for learning.
5. 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.
6. Home learning / independent learning is an integral part of school work and must be completed and handed in on time.
7. 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.
8. 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.
10. 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 costs.
11. 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. Students will be charged for wilful and accidental damage.
12. 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.
13. 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 during the school day. Any carried into school and seen by an adult will be confiscated, to be collected from Reception at the end of the day.

## **APPENDIX 2**

**Behaviours for which the school may exclude students depend, on context and circumstances, and are in line with Department for Education guidelines:**

<https://www.gov.uk/government/publications/school-exclusion>

Any student 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. This also automatically results in a Police arrest.

## **APPENDIX 3**

### **Failure To Attend (FTA) Points System Architecture**

#### **The Process:**

1. Teachers set Restorative Conversation (RC) meetings. The teacher records the levelled behaviour.
2. If the student fails to attend the RC, the teacher informs the Head of Faculty (HoF) and e-mails the tutor with date of the Whole School Detention System (WSDS) after school. HoF puts student into WSDS, notes this in the planner and 5 FTA points are recorded. The original teacher **MUST** attend the WSDS to facilitate an RC.
3. If the student fails to attend WSDS, the WSDS leader records this, puts the student into SLT detention and 10 FTA points are added. The original teacher **MUST** attend the SLT Detention to facilitate an RC.
  - If the student fails to attend SLT detention, this is recorded 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.
  - Tutors should inform tutees of their positive and negative FTA points every week. This should also be discussed at Year Team meetings and MAF.

**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 to give a full picture of the student's behaviour for learning:

**Earned Points:**

<b>FTA</b>	<b>Sanction</b>	<b>Staff responsible</b>
5	Same day Subject Conversation Up to 20 minutes	Subject teacher
10	WSDS After School 30 Minutes	HoF/ HoY
20	SLT Detention Friday after school 1 hour	SLT

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

<b>FTA POINTS</b>	<b>STAFF</b>	<b>ACTION</b>
20 – 40	Tutor	Following publication of weekly Positive and FTA points report, tutor identifies and speaks to any applicable students.
40 – 60	Inclusion Manager	Following publication of weekly Positive and FTA points report, Inclusion Manager identifies any applicable students and sends a letter home. This will be added to the student's record.
60 – 100	HoY (in conjunction with Tutor/ Inclusion 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.
100	HoY, Inclusion Manager	HoY books student into the IEU for three consecutive days. Parent must come into school for reintegration meeting before student returns to lessons.

Accumulating 100 points on three occasions may result in a Permanent Exclusion.