



# HAMPTON COURT HOUSE

FORTITER IN RE SUAVITER IN MODO

## **Behaviour Policy**

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FORSIT IN RE SUAVITER IN MODO

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## Behaviour Policy

### Introduction

1. This document sets out the standards to which we aspire and expect our pupils to achieve.
2. This document should be read in conjunction with *The School Rules and Code of Conduct*.
3. The ultimate aim of the School's Behaviour Policy, and the manner of its implementation, is that all pupils eventually learn to internalise good behaviour, in such a way that it emanates from within the pupil, rather than simply being displayed, as a result of fear of retribution.

### Policy Aims

4. To enable the Head to carry out the responsibilities of promoting good behaviour, maintaining order and good discipline in the school.
5. To set out a range of appropriate sanctions to be adopted in the event of pupil misbehaviour.
6. To ensure that every pupil is able to benefit from and make his/her full contribution to the life of the school, consistent always with the need of the school community.
7. To enable pupils to learn in a calm and productive atmosphere and to ensure that no pupil disrupts his or her learning or the learning of others.
8. To authorise *The School Rules and Code of Conduct* and any procedures for implementing them.
9. To promote positive behaviour.

### Fundamental Principles

10. Pupils at HCH are expected to act with responsibility and to show consideration at all times. Specifically to:
  - a. do their best to act with honesty and integrity and to treat all members of the school community and the public with respect, courtesy and kindness.
  - b. contribute to the high quality of learning by ensuring that they:
    - i. arrive calmly, punctually and correctly equipped for each lesson;
    - ii. listen carefully and use their time in class appropriately and effectively;
    - iii. write down any homework to be undertaken, complete it and hand it in on time;
    - iv. do not disturb teaching, or the learning of others.
  - c. take responsibility for their own safety and that of others. Behave calmly and sensibly when moving around the school, when waiting for lessons and when not directly supervised.
  - d. take care of the school environment, ensuring that everyone's property is respected and safeguarded.
  - e. take pride in their appearance, adhering strictly to the dress code.
11. This policy and the School Rules will be reinforced periodically at assemblies and at other times. Pupils are expected to know and understand the School Rules, which may be amended from time to time.
12. When misbehaviour is identified, staff should do the following:

- a. deal with misbehaviour as soon as possible, and in situ when appropriate, in a respectful and calm manner, and using any opportunity to promote positive behaviour;
- b. listen carefully in order to understand the context;
- c. use common sense;
- d. put things in proportion;
- e. show empathy and attempt to connect emotionally with the pupil.

## School Rules

- 13. The School Rules will be set by the Head. The School Rules are necessary:
  - a. for the safety and well-being of everyone at the school;
  - b. for the reputation of the school community as a whole;
  - c. for the protection of school property and the wider environment.
- 14. The School Rules apply to all age groups and at all times when the pupil is:
  - a. at school, or representing the school;
  - b. on a school trip;
  - c. travelling to and from school;
  - d. associated with the school in any way.

## Promoting Positive Behaviour

- 15. Hampton Court House promotes positive behaviour. We aim to work towards a situation in which students can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where students learn to respect themselves, other people and their surroundings and are able to learn from, and make mistakes without fear of any consequences.
- 16. Our aim is for all students to feel safe, stimulated and happy in the School and to feel secure and comfortable with all staff. All children are unique and we believe this is key to understanding, acknowledging and promoting positive behaviour in our students. We commit to supporting and caring for children and their families based on their individual needs. Our ultimate aim is to work in partnership with parents to lay foundations upon which children can develop into happy, self-confident and well-adjusted individuals.

## Sanctions for Breaches of School Discipline

### Sixth Form

- 17. It is not expected that school sanctions will be needed in Sixth Form. Cases of misconduct arising in Sixth Form will be considered individually and followed up robustly by the Form Tutor and when appropriate by the Head of Pastoral Care.

### Years 4 to 11

- 18. The school may impose the following sanctions:
  - a. **Lunch Supervision** A pupil may be placed in Lunch Supervision by a teacher if their behaviour has been inappropriate. A Lunch Supervision is 30 minutes, and is usually spent in silent reflection on the misbehaviour.
  - b. **Afternoon Supervision** A pupil may be placed in Afternoon Supervision by the Head of Pastoral Care, usually as a result of escalation, or for more serious incidents.
  - c. **Saturday Supervision** A pupil may be placed in Saturday Supervision by the Head of Pastoral Care, usually as a result of escalation, or for more serious incidents.
  - d. **Suspension** A pupil may be suspended for up to five school days while an incident is investigated and/or ten school days as a sanction in its own right.
  - e. **Permanent Exclusion** A pupil is liable for immediate Permanent Exclusion from the school for a grave breach of school discipline, for example stealing from or violence towards any

member of the community or other criminal offence. Permanent Exclusion may also arise if a pupil, after warnings, consultations with parents, etc. continues to flout school rules, fails to work or is a disruptive presence in the classroom.

19. All outstanding fees up to and including the term of permanent exclusion shall be payable. Assistance will be given in making a fresh start in another school.
20. The Head is required to act fairly and in accordance with the principles of natural justice and not permanently to exclude a pupil other than in grave circumstances.

## Procedure for Imposing School Sanctions

### Years 4 to 11

21. When placing a pupil in Lunch Supervision teachers are asked for the following:
  - a. explain to the pupil the reason for placing him/her in Lunch Supervision;
  - b. inform him/her of place and time (F3 from 12.25 to 12.55);
  - c. inform Head of Pastoral Care and Form Tutor by email with a brief description of events by 4 pm on the same day.
22. When convenient and appropriate, the Head of Pastoral Care and/or Form Tutor will talk with the pupil placed in Lunch Supervision about the incident. It is therefore crucial that teachers inform the Head of Pastoral Care and Form Tutor by email of the events. If there is no time/opportunity to do so, we ask that the pupil is placed in Supervision the following day.
23. Homework issues must be followed up by subject teachers. If homework is a persistent or recurring concern, teachers must raise it with the Form Tutor. The Form Tutor will then raise it when necessary with the Head of Pastoral Care. Having said this, a pupil can be sent to F3 to do work when the subject teacher considers this appropriate.

### Year 3 and below

24. It is rarely appropriate to impose a school sanction beyond those used in class for pupils in Year 3 and below. Cases of misconduct arising in Year 3 and below will be followed up by Form Tutor, and when appropriate by the Head of Pastoral Care.

## Early Years

### Promoting Positive Behaviour in the Early Years

25. All students must be treated as individuals and staff are expected to adopt a consistent approach towards managing inappropriate behaviour. This ensures that the children have the security of knowing what constitutes acceptable behaviour and what does not. The environment must always be conducive and relaxed, where children feel safe and welcome. In order to establish such an environment, staff must ensure that the children's play space is appropriate. Sufficient stimulating and challenging activities should be available to meet the children's individual needs. Staff must consistently thank and praise children for sharing, acts of kindness, helping others, playing co-operatively and for all their achievements. We expect our staff to say sorry to the children when appropriate as we ask the children to do it.
26. We support the positive development of children's behaviour and all staff are encouraged to use positive language and behaviour. Examples include:
  - a. Say what you DO want, rather than what you DON'T want
  - b. "I'd like you to walk in the corridor," rather than, "don't run in corridor"
  - c. Say Yes rather than No
  - d. "Yes we can have story time, once we have tidied up" rather than "No, not yet, we have to tidy up first"

- e. Proactively praise good behaviour, limit attention on negative behaviour
  - f. "Who tidied up the toys? Great job!"
  - g. Recognise that children can seek attention through negative behaviour
27. Hampton Court House promotes treating children with the utmost respect and ALL staff are expected to lead by example. All staff must act in a caring and considerate way towards each other, demonstrating good role modelling to the children, which will develop a positive caring attitude for their future.
  28. We strive to ensure that the children feel safe and secure and know that they can rely on being cared for in a fair, non-judgemental way, where feelings expressed are acknowledged and taken seriously. Children will receive reassurance and comfort when required and MUST not be told to stop crying. Staff must develop trusting relationships with children and support their personal, emotional and social development through offering comfort and space sensitivity.
  29. Praise and encouragement and attention to the needs of the children as individuals, are fundamental aspects of the ethos of the School and must be readily given at all times. Through support of trusted adults, children will be nurtured and engaged in activities and learning opportunities that capture their interests and allow them to achieve their fullest potential.
  30. We take hurtful behaviour very seriously. Some children under five may at some stage hurt or say something hurtful to another child, especially if their emotions are running high at the time. This behaviour should not be labelled as bullying because for children under five hurtful behaviour is momentary, spontaneous and often without cognizance of the feelings of the person whom they have hurt.
  31. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned and accompanied by an awareness of the impact of bullying behaviour. A child who bullies has reached a stage of cognitive development where he or she is able to plan to carry out premeditated intent to cause distress. Bullying generally occurs in children over the age of five, so this is an issue we do not foresee occurring in our Early Years setting. However, we will act upon any concerns that may be raised.
  32. If a child hurts another child, staff will model compassionate behaviours, and encourage the other child to help and learn positive behaviour. In a positive environment, children are generally eager to please, and often they will feel remorseful and will want to apologise if they feel that their behaviour has hurt or disappointed someone.
  33. All discipline must have a positive effect on a child's development.
  34. Our Early Years setting does not have a naughty chair, a naughty corner, use the word naughty, call a child silly or other such forms of punishment. Children will never be deprived of food or drink.

### **Managing Unwanted Behaviour in Early Years**

35. Unwanted behaviour includes any behaviour where children are likely to injure themselves, other children or members of staff. Where there is positive adult interaction and where children are engaged in an activity they are interested in and well occupied, instances of unwanted behaviour are rare. This is particularly so where children are made aware of what is acceptable behaviour is and what is not. This will obviously be dependent on the age and developmental stage of the child.
36. If a child receives regular positive reinforcement it is easier for them to accept an approach in respect to any inappropriate behaviour. Where relationships are positive children are generally eager to please. Achievement and positive behaviour should be rewarded with praise and positive attention. Inappropriate behaviour should be challenged without adopting a negative attitude towards children. In this regard, we will address our comments to the behaviour and NEVER to the child, making clear the distinction between the child and his/her behaviour. All

approaches used in managing inappropriate behaviour must have a positive effect on a child's development.

37. Hampton Court House has found that the most effective style is one where it is managed within a framework of care and support. Consistency is the key to success, with children having an understanding of what is unacceptable behaviour. It is important to challenge all behaviour when children and staff are at risk of injury.

### **Thinking time**

38. At Hampton Court House, we create some space in difficult situations by asking any child engaged in inappropriate behaviour to sit and have 'thinking time'. The idea of thinking time is for children to reflect on their actions and how they would like to do something different in an age appropriate and developmentally way. During thinking time, the staff member will calmly talk with the child, providing a secure space for them to talk about their actions and behaviour. At all times, positive language will be used to help the child understand their negative behaviour and encourage positive behaviour.
39. Thinking time should not be used unless completely necessary and children should not be 'threatened' with thinking time.

### **Review Meetings in Respect of Permanent Exclusion Decisions**

40. Parents are entitled to ask for a Review Meeting over a decision to permanently exclude a pupil. The Review will take place before the Governing Body.
41. There will be no right to a Review Meeting in respect of other sanctions but a pupil who feels aggrieved may ask his or her form teacher, or any other trusted teacher to take up his/her concerns with the member of staff concerned.
42. A parent of a pupil who remains dissatisfied with the response to a concern raised may initiate an investigation via the *School Complaints' Procedure*. The appropriate form may be found on the school website.