



Hampton Court House

Behaviour Policy

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Behaviour Policy

Introduction

1. This policy applies to Hampton Court House School (hereafter known as “the school”, “Hampton Court House” or “HCH”).
2. This document sets out the standards to which we aspire and expect our pupils to achieve.
3. All staff have been made aware of this policy, and it is available on the school website and within the Staff policies Teams Folder.
4. This document should be read in conjunction with our *Anti Bullying Policy* and *Safeguarding and Child Protection Policy*.
5. This policy and the *Pupil Code of Conduct* (located in Student Planners) will be reintroduced at the start of each academic year and referred to periodically throughout the year. Pupils are expected to know and understand the *Pupil Code of Conduct*, which may be amended from time to time. It is included in the pupil journals.
6. The school rejects the use of corporal punishment.
7. Behaviour records are kept centrally using CPOMS and ePraise, reports are run half termly and shared with SLT. The reports are used to help us identify patterns of behaviour, particularly by protected characteristics of pupils, allowing us to take appropriate action.

Purpose

8. To promote good behaviour, self-discipline, and respect, and ensure that there is no bullying. We expect behaviour in all lessons to be calm and attentive, leading to excellent learning and progress, and recognise that staff and pupils are equally responsible for this. Any incidents of unacceptable behaviour or bullying are immediately addressed.
9. To enable the whole school community to carry out the responsibilities of promoting good behaviour, maintaining order and good discipline in the school.
10. To set out a range of appropriate consequences to be adopted in the event of pupil misbehaviour.

Partnership with Parents

11. The school aims to work in partnership with parents at all times. Parents are expected to support the school in upholding the pupil code of conduct and creating an orderly climate for learning. At HCH we believe that parents have the right to be informed promptly of any emerging difficulties their children present.
12. As a school we are always happy to consider suggestions from parents and hope that parents find the school responsive and open-minded.
13. In the event of any behaviour management issue, the school will liaise closely with parents and, if relevant, other support agencies including Local Safeguarding Partnerships.

14. Parents have responsibilities in ensuring their children's regular and punctual attendance at school.

Involvement of Pupils

15. The behaviour and culture of HCH is enhanced when pupils are encouraged to contribute constructive suggestions. They may do this in form time, via the Student Council, via the anonymous reporting boxes, online on Tootoot, by supporting their peers, through lessons or to any teacher. We work closely with all pupils as they transition through the school, from the day they start at the school to the day they leave.

Equal Opportunities

16. In line with equal opportunities, all pupils are expected to meet the high expectations of behaviour we set.

We aim to create:

- an ethos which is based on praise and encouragement
- an environment where every child and adult feels safe and secure
- an environment where everyone respects others and treats them with kindness and consideration.

Behaviour in and Around School During the School Day

17. HCH aims to develop a culture where every child takes responsibility for their own actions and understands how their behaviour impacts on others. At HCH we believe in students being taught how to make sensible decisions and do the right thing even when no one is watching. We appreciate that students need to be coached into this and therefore when mistakes are made, students are encouraged to take responsibility for their actions, think about consequences of their actions and reflect on mistakes made.
18. Pupils at HCH are expected to:
- behave appropriately in lessons so that teachers can teach effectively and all members of the class can learn and make progress
 - act with responsibility, to show consideration at all times, and to treat all members of the school community and the public with respect, courtesy and kindness
 - 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
 - take care of the school environment, ensuring that everyone's property is respected and safeguarded
 - take pride in their appearance, adhering strictly to the dress code
 - follow the Pupil Code of Conduct to ensure a safe and happy environment.

Behaviour Policy and SEND Pupils

19. Vulnerable pupils and those with SEND will follow the guidance as stipulated in the Behaviour Policy or Anti-bullying Policy. However, this is subject to the consideration of a pupil's known condition and circumstances.

Behaviour Off Site

20. As per the update to the Department of Education's Behaviour in Schools guidance, "teachers have the power to sanction pupils for misbehaving outside of the school premises to such an extent as is reasonable".
21. Conduct outside the school premises and online conduct that may be sanctionable by the school could occur during the following instances:
 - when taking part in any school-organised or school-related activity
 - when travelling to and from school
 - when in some other way identifiable as a pupil at the school, i.e. when wearing the school branded PE kit or on a trip
 - that could have repercussions for the orderly running of the school
 - that poses a threat to another pupil
 - that could adversely affect the reputation of the school
22. In response to non-criminal poor behaviour and bullying which occurs off the school premises or online which is witnessed by a member of staff or reported to the school, will be followed up and investigated by the relevant pastoral team member. Statements will be taken from the witness and pupil(s) involved, and using our behaviour stages and consequences (Appendix 2), an appropriate sanction will be issued and parents will be informed.
23. Any criminal behaviour, including any bullying which may be deemed as criminal, which occurs off the school premises or online, is encouraged to be reported to the police.

Roles and Responsibilities of Staff

24. We believe that good behaviour and respect should be modelled by all staff.
25. All staff must follow the behaviour management guidelines shown in the appendices.
26. Staff should provide work suited to the needs of all individuals in their class to engage them fully and support a calm working environment. This includes those who learn quickly, those with a shorter attention span or learning difficulties, and those with additional needs including behavioural.
27. New staff are inducted with this information, and this policy and the department-appropriate behaviour management guidelines are available to staff at all times in Teams folder, on the website or in print.
28. Senior leaders are responsible for ensuring the guidelines are consistently followed to support the safe running of the school and the most effective learning.
29. Senior and middle leaders offer support to staff members if needed.

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30. Should staff be made aware of any low-level concerns regarding another member of staff's behaviour towards a pupil, they must report it immediately to the Principal. Further details of our low-level concerns procedure can be found in our *Safeguarding and Child Protection Policy*.
31. An 'on-call' rota is in place for senior members of staff. Teachers are able to contact a member of staff on-call during a particular period of the day and ask for their support in removing a pupil who is repeatedly disrupting the learning of others. The pupil will be taken to a quiet place to reflect and continue their work calmly.

Staff Development and Support

32. Staff have access to a range of training opportunities to develop their behaviour management strategies and skills.
33. Suggested strategies for promoting positive behaviour are regularly reviewed and discussed. We encourage staff to discuss and share good practice.
34. Support is given to the staff overall, and to individuals by the senior leaders and the Pastoral Team.

Promoting Good Behaviour

35. We promote good behaviour and achievement through the following:
- House Points - House Points are awarded in line with our school values and ethos, further details are included in Appendix 2
 - Personal praise - staff are encouraged to praise pupils for their behaviour and conduct where possible, and pupils are encouraged to praise their peers and themselves
 - Public praise - this includes positive news being communicated to parents through sources such as the school weekly newsletter
 - Praise in assembly – especially in our half termly celebration assemblies.
 - Praise from SLT and the Principal.
 - Assemblies and PSHE lessons - focusing on different topics and themes which encourage positive behaviour such as mental health awareness or charity and service
 - Teaching pupils about good behaviour and self-regulation in topics within PSHE, and within our Pastoral Programme
 - The promotion of personal development including SMSC throughout the curriculum.
36. We have opened a 'tuck shop' as requested by the pupils, where House Points can be spent on a variety of rewards.

Classroom Management Strategies

37. Staff use age-appropriate behaviour management strategies as set down in the guidelines for EYFS, Prep and Senior Years (see appendices).

Stages and Consequences to be Taken

38. The following steps are to be taken in case of inappropriate behaviour:

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- Reminders and warnings
- The teacher discussing their concerns with the pupil, with reference to the pupil code of conduct if necessary
- ePraise demerits
- Senior Leader discussing it with the pupil
- A Deputy Head discussing it with the pupil
- Time out from (or within) a lesson or break
- Lunchtime or after school supervision
- Internal suspensions
- Discussion with parents and possible home consequences, i.e. external suspensions.

Further Stages and Consequences

39. The following steps are to be taken in the event of non-cessation of inappropriate behaviour or more serious behaviour e.g. bullying, swearing, kicking, spitting, weapon-bearing, alcohol, drugs:

- **These are recorded in ePraise and/or CPOMS**
- Lunchtime or after school supervision
- Sent to a senior member of staff or another classroom
- Reflection with a senior member of staff
- Suspension from a club, team or sporting event
- Internal suspension (a day off timetable with a senior member of staff to reflect on the incident) and a meeting with parents
- Fixed term exclusion and a reintegration meeting with parents
- Involvement of school's support strategies (e.g. The SENCo, an Educational Psychologist, the SPA (Single Point Access for Kingston and Richmond borough))
- Physical restraint may be needed (please see the separate policy on this)
- Parents invited to meet the Deputy or Principal
- Permanent exclusion with notice to the borough.

Reflections

40. In the case of non-cessation of inappropriate behaviour or more serious behaviour, pupils in the Prep (Y1-6) will complete a reflection with a senior leader. The aim of the reflection is to allow time and space for reflection and deep discussion of the inappropriate behaviour in question to enable a pupil to understand how their actions impact them and the people around them.

Supervisions

41. Pupils will be expected to attend a supervision on the date and at the time set, these are held on daily at lunchtime or Tuesdays and Thursdays at 4 - 4.45pm. Parents are given at least 24 hours' notice for after school supervisions. However, the school will endeavour to respond positively to parents when a request is made for a deferment due to a valid, serious

commitment such as a medical appointment. The reason will be noted alongside the record of supervision.

42. A reflection sheet is completed in all supervisions, allowing the pupil the opportunity to reflect on their choices, with links to our school values, and how they will move forward.

Anti-Bullying Procedures

43. HCH is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. We will tackle bullying by following the consequences set out above. Full details of our anti-bullying strategies are found within the Anti-Bullying policy.
44. HCH prides itself on its nurturing and supportive ethos. Where pupils are identified with particular needs resulting in inappropriate behaviour, we offer support as well as clear structures and guidelines to help pupils overcome their difficulties. These include:
- Discussion with a class teacher of choice, as a one off or regularly
 - Discussion with the SENCo, as a one off or regularly
 - Discussion with a member of the Senior Leadership Team, a Deputy Head or Principal as a one off or regularly
 - Creating an individual support or behaviour plan
 - A behaviour report with clear targets
 - Signposting the pupil to the school counsellor for a drop in session
 - A referral to the school counsellor for longer term support
 - Providing mentoring
 - Referral to outside agencies, such as CAMHS, with parental involvement.
45. HCH's anti-bullying procedures also include responding to any concerns of cyberbullying. Pupils are taught the dangers and risks of inappropriate internet usage, how to spot the signs of cyberbullying and what to do if they feel they are a victim of cyberbullying. This happens within both PSHE and Computer Science lessons, where positive use of the internet is also taught to pupils. The school provides external speakers and off timetable days in addition to provide extra support and information on this issue.
46. HCH has the right to refer to external statutory agencies if specialist advice of support is required in regards to behaviour modification for the perpetrator or support for the victim with any incident.

Incidents of Sexual Misconduct including Sexual Harassment and Sexual Assault

47. HCH will not tolerate sexual misconduct in any form. Staff are trained to identify appropriate and inappropriate behaviours across the school and all allegations will be handled in accordance with the *Schools Safeguarding and Child Protection Policy and NSPCC guidance*.
48. Where necessary the police and/or SPA for Richmond and Kingston may be involved.

49. It is important to note that in higher age children, where sexual harassment has been cited, any incident, even if not perceived as sexual by the child (due to age or maturity) will be referred to the DSL, our safeguarding procedures will be followed, and the incident will be logged for internal monitoring. It may be necessary to make an anonymous referral to our local SPA (Single Point Access for Richmond and Kingston) for advice.

50. Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (the school will consider when any of this crosses a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

51. The term ‘sexual violence’ refers to any kind of unwanted sexual act or activity including rape, sexual abuse, sexual assault and FGM. Signs a child may have experienced, or may be experiencing sexual violence could include:

- changes in behaviour - becoming withdrawn, clingy or having difficulties sleeping
- the child may dislike or be fearful of a particular person and avoid spending time alone with them
- they may display sexually inappropriate behaviour themselves or use sexually explicit language
- they may have difficulty concentrating on their learning in school, and you may see a drop in their grades
- they may drop hints about the abuse that is happening, without fully revealing it outright.

52. There are four likely thresholds for managing allegations of sexual harassment and assault:

1. Manage Internally: the school may take the view that in some cases, such as a one-off event, the school can manage the behaviour and a referral is not needed at this time. The behaviour will be managed in line with this Behaviour Policy, and a zero tolerance approach to sexual harassment and assault will be made clear.
2. Early Help: it may be decided that the children involved do not require a referral to statutory services but would benefit from early help. Early help may be used to address non violent harmful sexual behaviour (HSB) and may prevent any escalation to sexual violence.
3. Referral to Social Care: If a child has been harmed, is at risk of harm or immediate danger, the school will make a referral to the Kingston Single Point of Access (SPA). Parents and carers should be informed unless doing so would put the child at additional risk, this decision will be made with the support of the SPA. The DSL will work alongside the lead social worker and continue to put support in place for the victim, alleged perpetrator(s)

and any other additional children concerned whilst waiting for the outcome of the referral. If it is decided by the social care team that statutory intervention is not needed, then the school will follow other support mechanisms such as early help, specialist help and pastoral help. The school will refer again if it is believed the child is in immediate danger.

4. Reporting to the Police: Any report of rape, assault by penetration or sexual assault is made, the school must report it to the police in the first instance. Even though the criminal age of responsibility is ten, if a child is younger, it must still be reported to the police and take a welfare approach as opposed to criminal justice. The DSL will consult with the police as to what information can be disclosed to staff and others, and the best way to protect the victim. Parents or carers will be informed unless again, there is reason to believe this would put the child into additional risk. If a decision is made that the police will not take the investigation further, the school will follow other support mechanisms.

Incidents Involving Drugs

53. Behaviour incidents involving drugs includes pupils taking, possessing, or supplying drugs with intent, this also includes alcohol. The outcome of an investigation into incidents of this kind may also involve rehabilitation or support therapy from an external provider. There may also be incidents where CAMHS are involved for both victims and perpetrators.

Permanent Exclusion

54. HCH reserves the right to exclude any pupil at its discretion, although this is an extremely rare occurrence. Pupils can be excluded for a fixed period or permanently. Pupils given a fixed-term exclusion cannot come back to school until their parents have attended a reintegration meeting.
55. Exclusion is an ultimate sanction. Except in extreme circumstances exclusion would only occur after full behaviour management procedures have taken place, and following consultation with parents. The exclusion procedure must be carried out by the Principal, or, in her absence, a Deputy Head.

Allegations Against Staff

56. If a pupil makes an allegation against a member of staff, this will be fully investigated by senior staff. This includes following our Safeguarding and Child Protection procedures if that is the nature of the allegation.
57. With regards to any low-level concerns, i.e. concerns which do not meet the threshold of harm, staff must follow our low-level concerns procedures, as outlined within our Safeguarding and Child Protection policy.
58. If the allegation is upheld, the staff member will be dealt with as outlined in our Safeguarding and Child Protection policy, or by discussion with senior leaders if the matter is not related to child protection, for example, repeatedly not helping a pupil understand a misconception which interferes with further learning.

59. If the pupil's allegation is not upheld or found to be malicious, the school will offer support as outlined above to determine why this has happened and try to ensure that the pupil sees the consequences of their action, so it is not repeated. The staff member will also be given support by senior leaders or other professionals.

Other Matters

60. Although we recognise that the following are unlikely occurrences at HCH, nevertheless the staff:
- reserve the right to search pupils for inappropriate items, in accordance with the school's search policy with parents informed as necessary. All searches are firstly authorised by the Principal before being carried out. Two members of staff will always be present, the member of staff carrying out the search will be the same sex as the pupil being searched, and there will be a witness present. Searches in school include lockers, bags and pockets, pupils are asked to empty their own pockets, but staff may check external clothing, such as coats. Staff will not physically touch any pupils to search them. Any further searches deemed necessary, must be referred to and carried out by the police. The school follows the guidance outlined in the Searching, Screening and Confiscation Guidance for Schools 2022 document.
 - reserve the right to use reasonable force to restrain a pupil from harming themselves or others in accordance with the schools Physical Intervention Policy, with parents informed as necessary. All use of reasonable force will be logged on CPOMS. For further details please see Appendix 3.
 - reserve the right to follow our disciplinary procedures when pupils are off-site but in HCH's care (e.g. on school journeys, on the school bus)
 - reserve the right to inform the relevant authorities directly in the case of Safeguarding concerns.

Transitions for Pupils with Additional Needs

61. For pupils moving up through the school into the different divisions, meetings will be held between key staff to discuss pupils with behaviour and additional needs.
62. When transitioning from Prep to Senior years, pupils will have stand-alone sessions on expectations and rewards.
63. Meetings are held with parents with identified needs on entering HCH for the first time.
64. Additional counselling is offered to all pupils who may require it.

Appendix 1 - Exclusions

Hampton Court House School recognises that exclusion is a serious matter. Decisions in respect of exclusion will not be taken lightly, but only after careful consideration. Only the Principal, or, in her absence, the Senior Vice Principal (SVP), may exclude a pupil. In doing so, they will take account of their statutory duties under the Equality Act (2010) and those in relation to special educational needs, including having regard to the SEN Code of Practice.

A fixed term exclusion or permanent exclusion is likely to be issued for a severe breach of the Pupil Code of Conduct.

A decision to exclude a student for **a fixed period** will be taken in response to breaches of the school's behaviour policy, where these are not serious enough to warrant permanent exclusion. In most instances, lesser consequences such as reflection are considered inappropriate or have so far been ineffective. The duration of the period of exclusion will be decided by the Principal and/or SVP, but is likely to be anywhere between 1 and 5 days depending on the severity of the offence, and if a fixed term exclusion has been issued before. Whilst carrying out the exclusion, pupils will be expected to complete work sent home by their teachers to avoid falling behind. Pupils must not come into the school building or onto the school premises during this time.

A pupil cannot return to school without a reintegration meeting being held, involving the pupil, their parents and the Principal or her Senior Vice Principal. Support will be offered to the pupil, as appropriate, to help extinguish the behaviour leading to the fixed-term exclusion.

A pupil may be excluded for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one academic year. In any case, repeated fixed-term exclusions might lead to a permanent exclusion.

A decision to exclude a pupil **permanently** will be taken only in response to serious breaches of the school's behaviour policy, or more than one Fixed Term Exclusion, if allowing the pupil to remain in school would seriously harm their education or welfare or those of others.

A permanent exclusion is an acknowledgement that the school has tried and exhausted all available strategies for improving the pupil's behaviour and will normally be used as a last resort. However, in exceptional circumstances, the Principal may judge it appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include: serious actual or threatened violence against a pupil, member of staff or member of the public; a safeguarding offence; supplying an illegal drug or carrying an offensive weapon.

A pupil will only be excluded after all the relevant factors have been considered and when the Principal is convinced that there is no alternative. The Principal will ensure that:

- a thorough investigation has been carried out
- support for the pupil has been offered if appropriate
- the evidence has been considered
- where appropriate, statements have been taken from witnesses
- the pupil has had the opportunity to give their version of events.

Parents Right of Appeal

If parents seek to appeal the school's decision to exclude their child for a period of more than 5 consecutive days or permanently, they must put their grounds for appeal in writing to the Chair of Governors, Mr Aatif Hassan c/o the School. The matter will then be referred to the Appeals Panel for consideration.

The Governors will make provision for a hearing before a panel of at least three people who are not directly involved in the matters detailed in the decision to exclude. Where there is a panel hearing for dealing with the complaint, one person will be independent of the management and the running of the school. The Governors will be responsible for appointment of the panel.

The Governors, on behalf of the Panel, will then acknowledge the appeal and schedule a hearing to take place **within five working days**. If the Panel deems it necessary, it may require that further particulars of the exclusion or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties **not later than five working days prior to the hearing**.

The chair of the panel will be designated from within the panel. Panel members will be familiar with and have access to the behaviour policy. The panel will give careful consideration into how the complainant can be made to feel most comfortable presenting to the panel, especially in the case of a young child having to present or explain information.

The parents should attend the hearing and be accompanied to the hearing by one other person if they wish. This may be a relative, teacher or friend. Legal representation will not normally be appropriate. After due consideration of all facts considered relevant, the Panel will decide whether or not the grounds for exclusion are upheld.

Appeals Procedure

The Appeals Panel will determine the procedure to be followed to ensure that it is best placed to deal with the appeal. The procedure for an appeal is usually as follows:

1. The parents and school representative (usually the headteacher) will enter the hearing together.
2. The chair will introduce the panel members and outline the process.
3. The Parents will explain the grounds for their appeal.
4. The panel may question the parents and excluded pupil (if involved in the appeal).
5. The school's representative will explain the school's actions.
6. The parents and panel may question the school's representative.
7. The parents will sum up their argument to overturn the school's decision.
8. The school's representative will sum up the school's actions.
9. The chair will explain that both parties will hear from the panel as soon as is reasonably possible in order to resolve the matter within 15 working days of the exclusion.
10. Both parties will leave together while the panel decides.

The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the panel will be final. A copy of the Panel's findings and recommendations (if any) will be sent by electronic mail or otherwise given to the parents, and, where relevant, the person complained about as well as the Governors and Principal. A copy of the Panel's findings and recommendations (if any) will also be available for inspection on the school premises by the Governors and the Principal.

The appeals panel may:

- Overturn that school's decision to exclude
- Uphold that school's decision to exclude
- Evaluate all the evidence available and recommend changes to the school's systems or procedures as a preventative step against similar problems arising in the future.

Appendix 2 - Managing Behaviour in the Early Years

Positive Behaviour Management

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We want every member of our school to feel valued and respected.

Children need to learn to consider the views, feelings, needs and rights of others and notice when their behaviour has an impact on people, places and objects. This developmental task requires support, encouragement, teaching and role modelling. Promoting personal, social and emotional development underpins the children's understanding of positive and considerate behaviour.

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding the management of behaviour exist within the programme for supporting personal, social and emotional development.

Methods

All staff are responsible for helping children to behave well. We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. This person is Genevieve Mackenzie.

- We recognise that codes for interacting with other people may vary between cultures and require staff to be aware and respectful of this.
- We require all staff, volunteers, and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the school's behaviour management policy and its guidelines for behaviour.
- We expect all members of the setting - children, parents, staff, volunteers and students - to keep to these guidelines.
- We work in partnership with each child's parents. Parents are regularly informed about their child's behaviour by their Key Person or the management. We work with parents to address recurring unexpected behaviour, using our observation records and daily records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in unexpected behaviour

1. We require all staff, volunteers and students to use positive strategies for handling any unexpected behaviour. We help children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include: the acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
2. We ensure that there are sufficient range and quality of activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
3. We acknowledge considerate behaviour such as kindness and willingness to share. In reception, these are rewarded by displaying children's names on a proud cloud to acknowledge their beautiful behaviour or through the use of a whole class marble jar reward system (when the jar is full the children get a treat such as, extra play time).

4. We support each child in developing self-esteem, confidence and feelings of competence.
5. We support each child in developing a sense of belonging in our setting, so that they feel valued and welcome.
6. We avoid creating situations in which children receive adult attention only in return for unexpected behaviour.
7. When children behave in unexpected ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately using age-appropriate resources and books.
8. We never send children out of the room by themselves or leave them alone.
9. We never use physical punishment, such as smacking or shaking, children are never threatened any form of corporal punishment.
10. We do not use techniques intended to single out and humiliate individual children.
11. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. If physical restraint is necessary, then the member of staff who carried out the restraint will fill out an incident form. 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 management and are recorded in the child's personal file. The child's parent and/or carer is informed on the same day.
12. In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. This behaviour would be noted on an incident form and shared with parent and/or carer to read and sign.
13. We do not shout or raise our voices in a threatening way to respond to a child's unexpected behaviour.
14. After exhausting all other positive behaviour management strategies, children are asked to sit for some 'thinking time' and to reflect on their behaviour with the support of their Key Person or another early years practitioner.

Children under three years of age

1. When children under three behave in unexpected ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
2. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
3. Common unexpected or hurtful behaviours of young children include tantrums, biting or fighting. Staff are expected to react in a calm and patient way, offer comfort for intense emotions and help children to manage and talk about these feelings, to help resolve issues and promote understanding.
4. At times, children are asked to sit out for some 'reflection time' and to reflect on their behaviour with the support of the key person or other practitioner.

Biting

1. The nursery uses the following strategies to help prevent biting: adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

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2. Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents.
3. An incident form must also be completed in order to share information with parents regarding the child that bit stating all details.
4. Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is an unkind choice and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter.
5. If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
6. Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
7. In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out.

Rough and tumble play and fantasy aggression:

1. Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be unexpected at times and may need addressing using strategies as above.
2. We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
3. We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
4. We recognise that fantasy play also contains many violently dramatic themes - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

5. We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.
6. We use activities such as show and tell to encourage children to talk about their toys when brought in from home, offering open ended questions and shared interest. This aims to support children's open-ended play opportunities during free play and creating more focused language and interaction.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person whom they have hurt.

1. We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
2. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
3. We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
4. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
5. We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
6. Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
7. We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
8. We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him, and he didn't like that, and it made him cry'.
9. We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now, and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
10. We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

11. We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
12. We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
13. When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - 1.1. They do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting.
 - 1.2. Their parent or carer does not have the skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.
 - 1.3. The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally or may be experiencing child abuse.
 - 1.4. The child has a developmental condition that affects how they behave.

Where this does not work, we make the appropriate referrals to a Safeguarding Team.

Appendix 3 - Managing Behaviour in the Prep

Positive behaviour strategies continue from the Early Years into the Prep, with further structure provided to support pupils in being ready to learn and allowing them to achieve their best. Form Tutors take a lead in managing the behaviour of their form.

Strategies such as setting a routine for their class are encouraged, tutors must ensure it is communicated to all of their class' teachers through staff meetings and via email correspondence. This should be followed up through learning walks and lesson drop ins.

Expectations for behaviour in the classroom must be clearly communicated to the pupils and consistently followed by all staff. The pupils should not be encouraged to shout out or talk over each other. The pupils should raise their hands before asking a question, when the teacher is asking the class for feedback or answers, a 'no hands up' approach is favoured, meaning the pupils must wait until the teachers calls on them to contribute, which in turn ensures a variety of pupils are participating and promotes a positive learning environment.

Teachers are encouraged to recognise the pupils' efforts and positive behaviour as much as possible and a variety of strategies are used including House Points, the Polite People Award and the Always Award. Tutors must follow direction from the Head of Prep on strategies for encouraging positive behaviour within the classroom.

There is a behaviour chart available for the Prep to aid consistency and clarity but staff must take into consideration pupils' individual needs where appropriate.

BEHAVIOUR CHART - PREP

Stages and consequences to be taken in the case of inappropriate behaviour in the Prep years

Level	Consequence	Behaviour
L0	Reminder of expectations by the teacher or appropriate LSA	- The first display of low-level disruption or off task behaviour - The first refusal to follow instructions
L1	Verbal warning	- A second display of low-level disruption - A second refusal to follow instructions following a reminder - Poor corridor behaviour - Poor public behaviour - Eating in class when not appropriate (including chewing gum)
L2	Logging an ePraise demerit Parents may be notified by the classroom teacher or form tutor if deemed necessary Form Tutor to speak to the pupil	- A third display of low-level disruption or refusal to follow instructions - Further displays of poor corridor behaviour or poor public behaviour - Unkind behaviour towards another child - No PE or Ballet kit - No Yondr pouch/Mobile phone confiscation - No lanyard (Y5 and 6 only)
L3	Teacher or Form Tutor reflection time Logged on ePraise as a demerit Parents notified.	- Persistence of L2 behaviour - Rude and disrespectful behaviour towards another child - Leaving the classroom without permission - Dangerous or careless behaviour - Ignoring or walking away from a member of staff
L4	Lunchtime reflection time with the Head of Prep A suitable reflection task will be issued Parents notified by the Head of Prep	- Persistence of L3 behaviour 3 or more demerits logged within the same week. - Being rude to a member of staff - Vandalism - An incident of bullying - Physical aggression towards another pupil
L5	Meeting with parents and action plan agreed	- Persistence of L4 behaviour - Internal truancy or leaving the premises without consent

	A letter of apology or suitable reflection task may be written Parents notified by the Head of Prep and Deputy Head	• Theft or vandalism • Verbal abuse including racist or homophobic comments • Persistent physical aggression or threatening behaviour • Bullying • Sexual comments, “jokes” or taunting (DSL will be informed)
L6	Internal Suspension Reflection tasks will be issued and restorative meetings will take place A next steps meeting with parents, Head of Prep and Deputy Head Pastoral	• Persistence of L5 behaviour • Verbal aggression • Physical aggression with intent • Threatening behaviour with intent • Sexual Harassment (DSL will be informed)
L7	Fixed - term exclusion (duration to be decided by the Principal) Meeting with parents and the Principal and/or Senior Vice Principal, Vice Principal Pastoral, or DSL	• Persistence of L6 behaviour • Assault • Threatening or bullying behaviour • Possession of weapons or any illegal materials • Anything that the Principal thinks would bring the school into disrepute • A serious one-off incident
L8	Permanent exclusion Meeting with parents and the Principal	• Persistence of L7 behaviour • Anything in the Principal’s reasonable judgement

Appendix 4 - Managing Behaviour in the Senior School and Sixth Form

We again ask staff to take a positive approach to behaviour management: building a rapport with the pupils is key to successful behaviour management, as well as rewarding and calling attention to the right choices.

We encourage subject teachers to set a clear routine for lessons to ensure the pupils are aware of their expectations and the best possible environment for learning is created. Seating plans should always be in place in ePraise, to discourage low level disruption and to ensure pupils are ready to learn.

Subject teachers should take ownership of the behaviour in their classroom. There is a behaviour chart in place for consistency and to help teachers manage poor behaviour.

Form tutors and SLT are available to support when needed.

If a pupil is consistently disrupting the learning of others in the classroom, SLT should be notified by email through the On Call mailbox, and the pupil will be taken to a quiet room for reflection.

We encourage staff to be generous with their House Points and fair with their demerits. These same strategies are in place for the sixth form. However, we recognise that the pupils are in far smaller classes, and are becoming adults, so behaviour management is built far more on trust and mutual respect. Should there be a repeated pattern of behaviour concern, conversations would take place with the Director of Sixth Form and the pupil's parents. House Points and demerits are still encouraged to be issued.

House Points

65. In all year groups, from Early Years to Sixth Form, we reward pupils with House Points based on the different aspects of our school ethos:

- Readiness
- Responsibility
- Respect
- Results
- Compassion
- Courage
- Curiosity
- Creativity

House Points are logged on ePraise, form tutors and SLT have access to the platform and run regular reports. Parents and pupils will also receive logins and be able to track their own points.

BEHAVIOUR CHART - SENIOR

Stages and consequences to be taken in the case of inappropriate behaviour in the Senior years.

Level	Consequence	Behaviour
L0	Reminder of expectations	- The first display of low-level disruption - The first refusal to follow instructions
L1	Verbal Warning	- A second display of low-level disruption - A second refusal to follow instructions following a reminder - Poor corridor behaviour - Poor public behaviour - Chewing gum
L2	Logging an ePraise demerit A senior member of staff can be requested if needed via oncall@hchnet.co.uk Parents may be contacted by the classroom teacher or form tutor if necessary	- Persistence of L1 behaviour - Non-completion of homework - No PE kit or classroom equipment - Arriving late to registration or a lesson - Eating in a lesson or around the school building at lunchtime - Unkind behaviour towards others - No Yondr pouch/Mobile phone confiscation - No lanyard
L3	Lunchtime supervision (held daily at 1pm in F2) A reflection sheet will be completed Parents notified by the member of staff issuing the supervision via ePraise.	- Three or more ePraise demerits logged within the same week. 2nd incident of no Yondr pouch or phone confiscation. - Persistence of L2 behaviour - Rude and disrespectful behaviour towards another child - Leaving the classroom without permission - Dangerous or careless behaviour - Ignoring or walking away from a member of staff - Second mobile phone confiscation
L4	After school supervision (held on Tuesday and Thursdays at 4pm in F2) A reflection sheet will be completed	- Persistence of L3 behaviour - Being rude to a member of staff - Internal truancy - Leaving the premises without consent - Vandalism

	Parents notified by the member of staff issuing the supervision via ePraise A meeting with a Deputy Head may be necessary	• Third mobile phone confiscation (phone held in school until a parent/guardian collects it) • Refusing a mobile phone confiscation
L5	Full day internal suspension Reflection tasks will be issued and restorative meetings will take place Parents notified by the Deputy Head Pastoral A meeting with parents, Head of Senior, a Deputy Head and/or the Principal if deemed necessary	• Persistence of L4 behaviour • Verbal abuse e.g. racist or homophobic comments • Sexual Harassment (DSL will be informed) • Verbal aggression towards another pupil or member of staff • An incident of bullying • Physical aggression towards another pupil • Threatening behaviour towards another pupil
L6	Fixed-term exclusion (duration to be decided by the Principal and/or deputies) Meeting with parents and the Principal and/or deputies	• Persistence of L5 behaviour • Continued threatening or bullying behaviour • Smoking or vaping on the school grounds • Bringing drugs onto the school grounds • Physical aggression with intent • Threatening behaviour with intent • A serious one-off incident • Anything that the Principal thinks would bring the school into disrepute, in her reasonable judgement.
L7	Permanent exclusion Meeting with parents and the Principal	• Persistence of L6 behaviour • Assault • Possession of weapons or illegal drugs / any illegal materials • Anything that the Principal thinks would bring the school into disrepute, in her reasonable judgement.

Appendix 5 - Use of Reasonable Force

Definitions

The Department of Education advice for Headteachers (Use of Reasonable Force, July 2013)

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defines Physical Restraint and 'reasonable force' as an act that covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. The advice goes on to say, 'force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable in the circumstances' means using no more force than is needed'.

The school does not use force as a punishment – it is always unlawful to use force as a punishment.

Use of Physical Restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DO NOT

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct

- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

Actions After an Incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The Headmaster should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an on-going pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the Heads of Learning Support. This may require additional support from other services.

In some circumstances an Early Help Assessment may be appropriate to help identify an additional need for a particular child.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on CPOMS. All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

A member of the senior leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Recording the Incident

When recording the incident on CPOMS, the following details must be included:

- The date, time and location of the incident
- Names of all staff involved and whether they were involved physically or as an observer
- Details of what was happening before the incident, what triggered the event, what de-escalating techniques were used prior to the use of physical intervention, why was the physical restraint deemed necessary and any other relevant information

- Details of how the child was held
- How long the child was held
- What the child's body position was, in relation to the adult involved
- If the child has been held previously