



## ST. HUGH'S PROMOTING POSITIVE BEHAVIOUR POLICY (ISI A4, B3, E11)

This policy has been drawn up with reference to [Behaviour in schools - GOV.UK](#) and a duty of care towards the [Equality Act 2010](#) where issues relating to pupils with special educational needs are adjusted for supported by the [SEND code of practice: 0 to 25 years - GOV.UK](#). This policy has also been written in line with [Keeping children safe in education - GOV.UK](#)

**This policy is applicable to all pupils in school including those in the EYFS and Boarding.**

### 1. Ethos

1.1 St. Hugh's School aims to provide a caring, family atmosphere allowing each child to develop their independence and individuality. St Hugh's equips your child for life!

### 2. The Aim of This Policy

2.1 At the core of a happy school are happy and fulfilled pupils. This positive behaviour policy looks to reward pupils for their achievements, develop consideration towards others and respect for property. It aims to help pupils to feel that they count and can make a positive contribution to the school community. There are times when issues surrounding behaviour will need to be supported by adult intervention and this policy outlines agreed procedures to guide staff through this process.

### 3. Behavioural Expectations for the Whole School

3.1 The following Code of Behaviour, or Pupil Promise as we have designated it, was created by the pupils following discussions in form groups and assembly.

3.2 The Pupil Promise: We will try our best to be:

- a. Respectful
- b. Honest
- c. Kind
- d. Helpful
- e. Responsible

#### **4. Building Trusting Relationships**

- 4.1 Staff at St Hugh's School are aware of the importance of building trusting relationships with the children in order to promote positive behaviour and create a happy and supportive school. The following staff structure aims to allow children to opportunity to build those relationships.

#### **5. The Deputy Head (Pastoral) Also DSL**

- 5.1 The Deputy Head (Pastoral) is responsible for setting down and maintaining the rewards and discipline sanctions system in collaboration with the Head, Senior Management and other members of staff. The Positive Behaviour Policy is reviewed annually and new members of staff are given guidance to its implementation. As DSL the Deputy Head (Pastoral) also ensures that Safeguarding children is at the heart of promoting positive behaviour for all children, especially those who are more vulnerable.

#### **6. The Mental Health Lead**

- 6.1 The Mental Health Lead works closely with the SLT to compile this policy with a view to Children and Young People's Mental Health alongside the [Mental Well Being Policy](#). They are also able to ensure that particular challenges and behaviours are understood and supported for those children with SEND alongside the Head of Additional Learning.

#### **7. Mental Health First Aiders**

- 7.1 Trained Mental Health First Aiders allow children the opportunity to seek out and speak to staff who have a certain knowledge of Mental Health Issues and an awareness of more complex issues. Furthermore staff feel supported in their role as trusted adult, and know that they can reach out for advice.

#### **8. Key Person (Nursery)**

- 8.1 The Key Person is at the forefront of promoting positive ethos and behaviour in the Nursery setting and will develop positive relationships with the child and parents. They are generally the first to offer support, a listening ear, a word of caution or congratulation. The more secure a pupil feels with their Key Person and their environment, the more likely they are to respond well to praise or reprimand, and to inform staff of any concerns they may have. The Key Person will also provide the first point of contact with parents, working in partnership with them to help their child to manage any behavioural issues.

- 8.2 Physical intervention is allowable for disruptive pupils (for example, to avert immediate danger of personal injury). [Restraint of Pupils Policy](#)

8.3 Staff are trained in reasonable force. Any such intervention should be recorded and passed on to the Deputy Head (Pastoral) and parents should be informed on the same day or as soon as practically possible.

## 9. The Form Tutor (Reception, Pre-Prep and Prep School)

9.1 The Form Tutor is at the forefront of promoting a positive community spirit. In a similar way to the Key Person in the Nursery, they have direct everyday contact with each pupil, their family and friends. They are generally the first in line for offering support, a listening ear, a word of caution or congratulation. Form Tutors in Reception, Years 1 and 2 are the main class teachers and benefit from consistent contact and time with the children at this young age. This includes Jigsaw (PSHE) lessons every week alongside assemblies and circle times. In Years 3 to 8 there is daily form time set aside in the mornings during registration, these include opportunities for Jigsaw (PSHE), RSE discussions and assemblies. It is recognised that the more secure a pupil feels with their Form Tutor, the more likely they are to respond well to praise or reprimand and to tell their Form Tutor of any concerns they may have.

9.2 The Form Tutor will also provide the first point of contact with parents and external agencies, working in partnership with them to help the child progress academically and socially. To help encourage communication with parents, the Form Tutor will make sure they have contacted the parents of each child in their group in the first week of the new academic year. It is recommended that Form Tutors make a point of communicating positive feed-back to parents on a regular basis.

## 10. All Staff

10.1 The contribution of our enthusiastic, committed staff cannot be underestimated in helping to maintain the positive attitude of pupils both in and out of lessons. Staff expectations of pupil behaviour are high, and all staff are involved in encouraging positive behaviour. Members of staff are also very aware of their position as role-models, helping to promote mutual respect and demonstrating a calm approach to challenging situations. Children are encouraged to talk to the adults in school, at the lunch table or in other contexts, and are confident in doing so. This also means that for each child there should be a range of adults they would feel comfortable about approaching if they needed help or advice. The termly friendship questionnaire asks the children which adults they enjoy talking to.

10.2 **Throughout the school, we build on the attitudes established in the Early Years Foundation Stage. All staff are aware of the need to help children develop their resilience and self-esteem and will:**

- a. praise them, focusing on the positive things they do;
- b. help them to recognise their feelings and express themselves in an acceptable way;
- c. encourage them to ask for help from peers as well as adults;
- d. build their independence through self-help skills;

- e. encourage them to see the good in others;
- f. encourage them to learn from one another;

**10.3 All staff help children to care about others by:**

- a. promoting conflict resolution and keeping calm;
- b. working on and reinforcing the understanding of feelings, e.g. in Assemblies, Form time and PSHE;
- c. naming and making feelings clear;
- d. pointing out the consequences of their actions;
- e. making them aware of the power of language, e.g. not being confrontational or negative;
- f. emphasising the positive and boosting self-esteem;
- g. giving time to listen and acknowledging their responses sensitively;

**10.4 All staff help children to be polite by encouraging them to:**

- a. use formal greetings and courtesies;
- b. stand back to allow others through a door;
- c. walk in corridors and allow room for others on stairs;
- d. maintain good manners at table etc.;
- e. wait their turn;
- f. talk one at a time, listening to one another without interrupting when someone is already speaking;

**10.5 All staff expect children to look after equipment and resources by:**

- a. reminding children how to use equipment and resources appropriately;
- b. teaching them about health and safety;
- c. encouraging them to help mend broken items;
- d. reminding them to report breakages;
- e. modelling good practice in dealing with equipment and resources.

**10.6 Staff will help children to care about the environment by:**

- a. making it as attractive as possible;
- b. maintaining a high standard of cleanliness;
- c. sharing the task of tidying up;
- d. displaying children's work;
- e. picking up rubbish;
- f. providing labelled storage;
- g. looking after indoor and outdoor areas;
- h. reminding pupils about switching off lights when leaving a room.

10.7 There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.

## 11. Additional Support

11.1 At St Hugh's School we have an Independent Listener. At present it is Mrs Julie Turbin, a previous teacher at the school and known by many of the children. Julie comes in to school on a regular basis in her capacity of Independent Listener and the children are reminded of her role in assemblies and form time.

11.2 The children are also given details of childline and the NSPCC support online through posters around school.

11.3 Our Mental Health Team can work 1:1 with children or in small groups and our Mental Health Lead has also facilitated external support/agencies for those children who need it.

11.4 Weekly Well-Being Walks, often aided by the Head's Dog, provide further opportunities for support if needed.

11.5 It is important for staff to be aware that persistent, poor behaviour may have underlying causes, including safeguarding issues or unmet educational or emotional needs. Specific concern may be raised with the Deputy Head (Pastoral) who is also the Designated Safeguarding Lead or the Head of Additional Learning in the first instance. The school is always willing to liaise with relevant external agencies in order to support pupils with their behaviour and individual needs and to take any advice or suggestions into account.

## 12. Rewards and Sanctions

12.1 **No corporal punishment must be given to any child at any time, nor should the threat of any such punishment be given to any child. Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent injury, serious damage or exceptional circumstances. Any such instances must be recorded and reported to parents the same day.**

## 13. Celebration Assemblies

13.1 It is important to have in place a system of rewards which helps promote a positive attitude to work and to citizenship. St. Hugh's aims to raise the aspirations of all its pupils and to encourage them to take responsibility for their own learning.

13.2 There is a weekly Celebration Assembly for the Pre-Prep and Nursery every Thursday. This focuses on praising the efforts and achievements of all the children in a variety of ways. Firstly we have a 'WOW' award for 'weekly outstanding work' in each class. Then we have Merit awards for those children who have maybe shown a particular aspect of our Pupil Promise or one of our Learning

Dispositions. The Nursery Class promotes the Learning Dispositions of Independence and Perseverance. The Pre-School Class continue this by introducing Curious and Creative. By the time the children are in Reception they are learning about all 7 Dispositions and have rewards and stickers to help them to remember and recall these Dispositions. These Stickers are used all through the Pre-Prep, once again to reward the children for showing the Learning Dispositions that we, as a school, believe promote lifelong learning.

- 13.3 We also have an award for 'After School Club', which recognises a child who has been especially kind or helpful. Children in the Nursery and Pre-Prep can also achieve a Head's Award for their work and this will be presented in the Celebration Assembly. Every term parents are invited to come and join our assembly to celebrate the hard work and effort their children have put in that term.
- 13.4 Weekly Celebration Assemblies take place in the Prep School on a Friday Morning, where academic, citizenship, sporting and musical achievements are recognised. Certificates for effort or exceptional work are presented by the Head and subsequently displayed on the relevant notice boards around the school. The Deputy Head (Pastoral) presents Citizenship Gold certificates for pupils identified by teachers, visitors or other pupils for acts of citizenship observed around the school in the previous week.
- 13.5 In addition, the children are divided into three Sets (named after former Heads, Forbes, Kelham and Wheeler). The Sets hold assemblies where staff keep up to date with pupils' achievements, and praise the children concerned. Set Captains in Year 8, maintain the Set notice board and assist staff in organising participation in the Set competitions.

#### **14. Rewards for Effort**

- 14.1 Gold Stars are awarded in the Pre-prep for good academic work or effort and a WOW certificate is also presented for outstanding work during each week.
- 14.2 Effort Golds in Years 3 to 8 are awarded by staff for any academic or extra-curricular work which is considered worthy of reward, and are recorded in the relevant section on the staff share Google Drive under Effort Golds. As children reach multiples of 10 Golds they are presented with a certificate in the Achievers' Assembly; this also enables the pupils to exchange these for tangible rewards in the school shop. There is a further trophy for the junior and senior pupils who gain the most Effort Golds over the term.
- 14.3 Effort Golds count towards a Set Competition for the annual awarding of the Set Trophy.

#### **15. Head's Award Certificate**

- 15.1 These can be recommended by teachers for any aspect of a pupil's work which is particularly worthy of praise and where a higher award is appropriate. Pupils take relevant work to show the Head,

usually on a Thursday lunch break and certificates are distributed in the Friday Achievers' Assemblies.

- 15.2 Head's Awards count towards the Set Competition for the annual awarding of the Set Trophy.
- 15.3 Head's Outstanding Certificates are awarded for pupils who show consistently high levels of effort in a group of subjects over an entire term. These are identified at the end of each term for every 'Outstanding' grade given on their short or full reports.
- 15.4 Head's Outstanding Certificates of 10 or greater count towards the Set Competition for the annual awarding of the Set Trophy.

## 16. Citizenship Awards

- 16.1 In Years 3 to 8, Citizenship Golds are awarded for any act of good citizenship observed by a member of staff, whether academic or not, or visitors. Pupils may also nominate their peers for a Citizenship Gold. The details are recorded on iSAMs and are then typed up by the school secretary to be awarded in the following Achievers' Assembly.
- 16.2 A St. Hugh's badge and certificate may also be awarded for exceptionally praiseworthy actions.
- 16.3 Citizenship Golds count towards the annual Set trophy competition.

## 17. The Recognition and Rewards Ladder

- 17.1 **Effort Golds - for recognition of effort in class, prep and games - this scheme runs for an academic year.**

- a. 10 effort golds Certificate 1 Set Point
- b. 20 effort golds Certificate 1 Set Point
- c. 30 effort golds Certificate 1 Set Point

etcetera. These golds can be redeemed for a variety of prizes from a chocolate biscuit to an LED Torch.

- 17.2 **Citizenship Golds - for recognition of individual acts of generosity/thoughtfulness towards others**

- a. Certificate 1 Set Point

- 17.3 **Heads' Award - for recognition of individual pieces of excellent work**

- a. Certificate 1 Set Point

- 17.4 **Outstanding Commendations - for the amount of effort outstandings in the end of term reports**

- a. 12 or more outstandings Certificate awarded in assembly 2 Set Points
- b. 10 or more outstandings Certificate awarded in assembly 1 Set Point

**17.5 Inter-Set Competitions - such as Cross Country, Rugby, Hockey, ...**

- a. Winner 15 Set Points
- b. 2<sup>nd</sup> 10 Set Point
- c. 3<sup>rd</sup> 5 Set Points

**17.6 The St Hugh's Award** – this is awarded only occasionally at the discretion of the Head for exceptional events

- a. St Hugh's lapel badge and certificate 5 Set Points

**17.7** Further trophies and awards are available at the end of terms and on Speech day as below:

- a. For most Effort Golds in Y3-5 and 6-8 in end of term Achievers' Assembly
- b. Outstanding effort and/or standard throughout the year Speech Day book token (Y3 - 7), normally 2 per form (1 boy, 1 girl)
- c. Outstanding effort and/or standard throughout the year
- d. Speech Day book or cup/shield, generally Y8 only.
- e. One per subject or subject area and one for academic excellence
- f. Scholarship Success
- g. Speech Day book

**18. Other Awards**

- 18.1 Certificates are awarded to children both individually and collectively for a range of activities and achievements, both within and outside the school. These include Associated Board music exams, prizes in competitions and personal recreational events.
- 18.2 Sport rewards: match reports are read out in Achievers' Assembly and weekly star players for the teams are identified outside the sports store.
- 18.3 A weekly Boarders Certificate is awarded by the House Parent for an outstanding contribution to the boarding house in the Friday achievers assembly.
- 18.4 Sporting trophies and certificates are presented along with representative, half and full colours for senior pupils.
- 18.5 Cups and Trophies are presented both termly and annually in academic areas, music, sport and other curriculum areas. These recognise exceptional achievement or progress.



18.6 WOW Board (located In the corridor near the Head's study) and Head's Board (in the Dining room). These are intended to celebrate achievement across the whole school and are updated on a weekly basis.

## 19. Discipline Sanctions

19.1 The school has high expectations for behaviour and there are consequences when pupils fall short of these. It is important for pupils and staff to know that there is a structured discipline system, which will be applied fairly and will be appropriate to the situation.

19.2 The following shows examples of problems that may arise and possible sanctions for staff to use. It is not comprehensive, but is designed to be a reference. The professional judgment of the individual member of staff in any situation will always be of paramount importance. Often a clear verbal reminder of the consequences of choosing to behave poorly is all that will be necessary.

## 20. Classroom Issues

### 20.1 The Tick System - used for minor disruptions/interruptions

- a. 1st offence - Verbal warning that the next disruption will be name on the board.
- b. 2nd offence - Name on board – warning; no further action.
- c. 3rd offence - Tick name – recorded on iSAMS as an iSAMS incident  
Three records on iSAMS in a week results in a tutor **GREEN** report card; tutor to contact parents to confirm they are on a report.
- d. 4th offence - 2nd Tick - recorded on iSAMS as an iSAMS **sanction** as loss of free time at break with the member of staff.
- e. 5th offence - 3rd tick - removal to member of SMT, recorded on iSAMS as a **sanction**, plus loss of free time for two breaks with the member of staff. Placed on tutor **GREEN** report card.

### 20.2 The Report Card System

- a. Tutor **GREEN** report card; tutor to contact parents to confirm they are on a report for a week.
- b. After a week on report, usually from a Thursday until a Wednesday, it is reviewed by the Deputy Head (Pastoral). If needed, the report card may be scanned and emailed to parents if the parents have not had regular contact with the report during the week.
- c. Poor week on report results in Deputy Head (Pastoral) **AMBER** report; Deputy Head (Pastoral) to make contact with parents.
- d. Second poor week results in a Head **RED** report; If a poor week for HM then a minimum of suspension for a day.

[De-escalation of report cards are in reverse i.e. don't instantly stop being on report until had good week back to the tutor level]

### 20.3 Minor, single incident issue

- a. Reflection time outside class until spoken to, then reintegrated - recorded on iSAMS as iSAMS incident.
- b. Any further issues in the same lesson then removal to HoD/SMT for the remainder of the lesson, loss of free time for 2 breaks with the member of staff and recorded on iSAMS as a **sanction**.

### 20.4 Major, single incident issue

- a. Removal to Deputy Head (Pastoral) /Head for remainder of lesson, recorded on iSAMS as a **sanction**. Possible sanctions to include loss of free time, removal from aspects of school life, report card, internal suspension, external suspension, exclusion.
- b. **Prep** - prep not regularly completed/handed in/to teacher satisfaction
- c. 1st offence - recorded on iSAMS as a concern after the subject teacher has checked the validity of reason.
- d. 2nd offence in a week - loss of free time with SMT at lunch and a hobby curriculum clinic as necessary, recorded as a **sanction** on iSAMS; form teacher to individually monitor on a daily basis.
- e. Any further issues then recorded as a **sanction** on iSAMS and loss of break with a member of the SMT.

## 21. Out of Class Issues

21.1 For example during games lessons, forest school lessons, on the minibus, in the playground at break/lunchtime, away matches, trips and visits.

21.2 Follow the tick system in name and process even if not writing on a board. This can also be used to address persistent presentation issues and wearing blazers outside etc. alongside the presentation card in planners.

21.3 No unacceptable, excessive or idiosyncratic punishments should be used by pupils in a position of responsibility or staff, including any punishment intended to cause pain, anxiety or humiliation, corporal punishment, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline, requirement to wear distinctive clothing as a punishment (or night-clothes by day as a punishment), use or withholding of medical, optical or dental treatment, deprivation of sleep, or locking in a room or area of a building.

21.4 In the Pre-prep, a child will be given a warning if they are making an inappropriate choice. They are then told the consequences of persisting with that choice and, depending on the circumstances,

they may be given another warning or lose an appropriate amount of their break time. This is spent inside with a teacher/TA, allowing them time to reflect on their behaviour.

- 21.5 If a child is persistently losing free time the parent will be informed in person at the end of the day or via the home-school communication book etc..
- 21.6 In all but the most minor 'one off' situations for pupils in Year 3 or above, details must be noted on iSAMs, along with a summary of the action taken, so that Form Staff and the Deputy Head (Pastoral) are aware of what has transpired and may follow up as necessary. All concerns and sanctions are discussed weekly in the Pastoral Meeting with the Head, Deputy Head (Pastoral), DSL or DDSL and Head of Additional Learning.
- 21.7 A Behaviour Report Card is available on the school network, and may be drawn up by the Deputy Head (Pastoral) to be signed by staff after each session out of class. This will be shown to the Form Tutor to be checked daily and last for up to a week at a time. At the end of each specified period, the card should be taken by the pupil to the Deputy Head (Pastoral) for review in the first instance. All staff will be informed when such Behaviour Reports are in operation via the notice board in the staff room.
- 21.8 In the most serious instances, in or out of class, the Head should be made aware of the situation directly and parents contacted (normally by the Deputy Head (Pastoral) or other senior member of staff). The problems should also be raised at the next general Staff Meeting or on the Thursday pastoral morning briefing.
- 21.9 Where class-based sanctions and intervention by senior staff have not improved the behaviour of the pupil concerned, then the child will be sent to the Head. Parents will be asked to come into school for a meeting with the Head, the Deputy Head (Pastoral) and other relevant staff.
- 21.10 If circumstances require it, the Head may decide to suspend a pupil for a specified length of time, either immediately following a very serious incident, or if the pupil persists in their unacceptable conduct, despite the sanctions outlined above.
- 21.11 Where the school feels that an individual pupil's behaviour warrants immediate outside intervention, or all possible avenues have been explored 'in house' without satisfactory improvement in a pupil's conduct, it may be appropriate to recommend to parents the consultation of outside experts (e.g. a child psychologist).
- 21.12 Permanent exclusion is the ultimate sanction, imposed at the discretion of the Head, but is only considered as a last resort. The school will take great pains to try to help a pupil improve their inappropriate behaviour, as part of its duty of care and its responsibility to educate. However, it must be clear that we have standards and expectations, which are important and not to be ignored.

## 22. Pre-Prep

- 22.1 The Pre-prep and Early Years Departments have a specific and appropriate system for promoting positive behaviour. Children display a range of behaviours at this age, most of which are to be expected, in particular when they are new to a nursery environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, 'tantrums', snatching and walking away at tidy-up time. Intervention will be low key and may include one of the following:
- a. Using a positive statement, e.g. "If you want to throw something, you could go outside and throw a ball";
  - b. Explaining any concerns e.g. "If you lean back on your chair you may fall over";
  - c. Giving choices;
  - d. Having a group discussion or circle time about visual pre-school codes.
- 22.2 Staff will deal with more challenging behaviour by:
- a. Labelling the behaviour not the child, e.g. saying "I don't like it when....." or "It's not okay to...."
  - b. Using non-confrontational language, e.g. "When sand is thrown....." instead of "When YOU throw sand..."
- 22.3 In Reception, Years 1 and 2 where difficulties continue then other sanctions will occur, including removing time from the next play time (in 1 minute increments). This takes place as a moment of reflection and always involves dialogue between the child and an adult (teacher or TA) about the choices that were made and those to be made in the future.
- 22.4 If problems persist, parents/carers will be further invited into the setting to talk with relevant staff. By working together, parents and school will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between Setting and home.
- 22.5 A minority of children may need additional or different support which, in collaboration with parents/carers, may involve setting up a Personalised Learning Plan (PLP) with specific targets related to behaviour ([Learning Support Policy](#)). Where appropriate, this stage may include referral to external agencies for additional support or assessment with parents'/carers' consent.
- 22.6 Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children, an adult, or serious damage to property. ANY occasion where physical intervention is used will be recorded on the details of behavioural incidences sheet and parents/carers will be informed when picking up the child.
- 22.7 Where the unacceptable behaviour continues, parents/carers will be invited into the school to discuss the situation and support the management of behaviour by working together to ensure a

consistent approach between school and home. An action plan to be shared by school and home will be agreed and reviewed to monitor outcomes.

- 22.8 Where there continues to be no improvement in behaviour, a further meeting will be arranged with parents/carers to discuss the situation in more detail to establish/identify any underlying issues/difficulties. A further action plan with a consistent approach between home and school will be agreed and where appropriate, this stage may include referral to external agencies for additional support/assessment i.e. Behaviour Therapists and support from the Birth to Five Service, with parent/carer consent.
- 22.9 Suspending or expelling a child from the school will only be used as a last resort where other strategies have failed and the behaviour of the child is having a negative impact on the other children in the school.

### **23. General**

- 23.1 It should be stressed that in Years 3 to 8 the Form Tutor has a vital part to play in the successful application of a Behaviour Policy in the Prep School. They build a rapport with individuals, which is so important in promoting positive behaviour and dealing appropriately with problems. As stated in the introduction, the first point of contact for parents should be the Form Tutor, and parents value the feedback from their child's Form Tutor. Form Tutors should contact parents about any initial concerns regarding behaviour and keep them informed about the action being taken and how effective this is. The Form Tutor should clearly discuss any concerns with the, Deputy Head (Pastoral) and should also raise these at Staff Briefings.
- 23.2 Staff will attempt to focus directly on positive features of all children's behaviour, but if sanctions need to be applied it is very important at all stages that the pupil should understand why this is the case and the choices they have in terms of future behaviour, including the possible consequences for continuing unacceptable actions. The sanctions used should be seen to be appropriate to the age of the child and the behaviour in question and should be issued and carried through as close in time to the particular incident as possible. Care should be taken not to threaten a sanction which is not carried out.
- 23.3 The school also recognises the need to consider outside circumstances in dealing with poor behaviour in individual pupils, and to address the possible underlying causes of unacceptable behaviour as well as the behaviour itself.
- 23.4 Where behavioural difficulties are related to diagnosed or suspected syndromes such as ADHD, the input of the Head of Additional Learning will shape the Personalised Learning Plan (PLP) for that pupil and all staff should be made aware of the contents of such a plan. However, those on the SEND register with behaviour problems still need to have clear boundaries. The Deputy Head (Pastoral) will

attend PLP meetings with the Head of Additional Learning as required to help formulate a coherent approach to managing such pupils' behaviour at home and at school.[Learning Support Policy](#)

23.5 Bullying is taken very seriously at St Hugh's School and the Anti-Bullying Policy is created and shared with pupils.[Anti-bullying Policy](#)

23.6 Furthermore child on child abuse, a definition, who it can affect, the prevalence, recognising signs and managing cases is detailed in section 8 of the Safeguarding and Child Protection Policy [Safeguarding Policy September 2023](#)

## **24. [Jigsaw \(PSHEE\) Personal, Social Health and Economic Education \(PSHEE\)](#)**

24.1 The Form Tutor will be an important part of the process of nurturing a child's emotional and social development and helping to promote positive behaviour. During Form Times they will have the opportunity to get to know their pupils and to develop a positive understanding between themselves and individual pupils. They will talk to pupils as a Form and on an individual basis to discuss key issues concerning relationships and attitudes towards themselves and others. Any individual meetings will be recorded formally

24.2 Monday whole school assemblies help to reinforce the Learning Dispositions, Pupil Promise and explore key SEAL themes. The Jigsaw PSHEE scheme can be adapted, if appropriate, for their form time to further engage with the topic.

24.3 PSHEE lessons are also very important in helping pupils develop key skills involved in SEAL (see separate PSHEE documentation).

24.4 Above all, the teaching and learning cannot be separated from the behaviour policy. Through the curriculum and extra-curricular activities, during meal times and in free time, we are committed to promoting positive attitudes through which each pupil can become a responsible and valued member of the school community, understanding the importance of respect, honesty, tolerance, co-operation, truth and thoughtfulness towards others.

## **25. [Managing Transition](#)**

25.1 Transitions in school such as that from Pre-Prep to Prep are made easier, and certainly less stressful, because of the nature of the school. Pupils are taught by the same subject teachers for Music, ICT, French, PE and Swimming. There is an induction day towards the end of the summer term when Year 2 pupils spend the day as Year 3 pupils and other classes move up accordingly. The school seeks to support pupils in transition to each new year group with time set aside at the start of each academic year.

- 25.2 In Year 6, a part of form times is spent looking ahead to senior school and successful 11+ leavers are visited at St. Hugh's by a senior member of staff from the relevant grammar school. Pupils also spend at least one induction day at the grammar school.
- 25.3 Year 8 pupils are prepared for the challenges and expectations of their next school in informal discussions with staff and in particular in Year 8 Form Tutor times, in PSHEE lessons and with a talk by a member of staff from a senior boarding school. The Head of Additional Learning arranges additional assistance and induction visits where this is beneficial for a specific pupil's needs.

## 26. Personal Presentation

Pupils are encouraged to take pride in their appearance and wear their uniform smartly. If a pupil's uniform or haircut is not acceptable, this matter will be taken up with the parents by the Form Tutor in the first instance and by the Deputy Head (Pastoral) should the need arise.

a. **Uniform Boys** - For every day you will wear:

- i. A white shirt (Short or long sleeved), red tie, school slipover or jumper and blazer.
- ii. Years 3, 4, & 5 wear grey shorts with school socks.
- iii. Years 6, 7, & 8 wear grey trousers.
- iv. All boys wear dark grey socks with black shoes.
- v. Boys are not allowed to wear any jewellery, or use hair products (e.g. gel) or spray deodorants. You may wear a watch to school but it **must** have your name or initials on the back.

b. **Uniform Girls** - For every day you will wear:

- i. **In winter**, a white blouse, red tie, blue school cardigan, blazer, kilt and navy tights or socks and black shoes.
- ii. **In the summer** a red and white striped dress, white ankle socks and black shoes.
- iii. If your hair is long it will need to be kept off your face with a hairband or tied back neatly. Hair bands must be plain red, navy, white, school tartan or tortoiseshell in colour.
- iv. Jewellery is not permitted, except for girls with pierced ears who may wear small, plain ear studs. You may wear a watch to school but it **must** have your name or initials on the back.
- v. Girls in Year 8 are allowed to wear their hair down provided it is neat and put up as necessary, for example games and science lessons.

c. **Presentation**

- i. Wear polished shoes.

- ii. Have matching socks which are pulled up.
- iii. Shirts tucked in at all times.
- iv. If wearing long sleeves, they must not be rolled up.
- v. Top button must be done up.
- vi. Tie must be worn at the correct length (not loose).
- vii. Your clothes should be clean.
- viii. Your hair should be combed and neat.
- ix. Only wear permitted jewellery.
- x. Boys if you wear a belt it should be plain black or dark grey.
- xi. Girls' kilts and dresses should be below the knee in length.

## **27. Playtime Procedures**

- 27.1 Free time is an important element of the school day and encouraging them to enjoy this, to explore and play is central to their development. Unstructured time can occasionally lead to problems, however, especially when pupils feel they have nothing to do. We are fortunate in having plenty of open space, including the adventure playground, but in addition soft balls, skipping ropes, hoops etc. are available for morning and lunchtime playtime. At lunch playtime, the younger children are exposed to the positive role models of the older children, who are encouraged to help them to play happily.
- 27.2 In the Prep school, there are a minimum of three members of staff on duty, which allows two to supervise the Adventure Playground and the other to be on the Tennis Courts and field. They also see that the Year 7 pupils are on duty at the PGF shed and oversee the borrowing of playtime equipment.
- 27.3 During wet playtimes resources are provided in each form room and pupils remain in their own classroom unless given permission to be elsewhere. One member of staff supervises upstairs and one downstairs in the classroom block.
- 27.4 At each morning break the decision will be made as to whether the grass is dry enough for pupils in Years 3 to 8 to play on the Adventure Playground and the field without changing their footwear, and a green card will be displayed in the Library window. If the grass is wet, an amber card will indicate that pupils should change into their outdoor trainers. A red card indicates that pupils must keep off the field and out of the Adventure Playground altogether. The member of staff on duty will then review the situation at lunch or afternoon break and change the card as necessary.

## **28. Peer Mentors**



28.1 Selected Y6 pupils are given additional responsibilities to be Peer Mentors. Training is given in non-orchestra time at the start of the academic year. The Yr 7s also run a system for pupils to borrow items from the Playground Friends shed.

28.2 The Peer Mentors are there to help cheer up a pupil who might feel lonely or isolated by peers. They provide a 'sympathetic ear' for pupils to talk through any concerns. They are a point of contact to provide feedback to staff about any problems of which they may become aware. They help to resolve minor issues, but they are **not** expected to deal with poor behaviour beyond pointing out where this is not acceptable. After training, there will be two Year 6s on duty at morning and lunch breaks at the Playground Friends shed (between the swimming pool changing room doors).

## **29. School Council**

29.1 This meets at least once a term and aims to increase participation of pupils in building a caring and responsible school community. Through the School Council, pupils should feel they have a voice in the formulation of policy, and a forum to put forward ideas and concerns. They are consulted on specific issues such as bullying. Currently the School Council is made up of two representatives from each year group from Year 3 upwards and the School Captains and Deputies.

## **30. Malicious Allegations**

30.1 Pupils that are found to have made malicious allegations are likely to have breached the school's behaviour policy. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## **31. Physical Restraint - Restraint of Pupils Policy**

31.1 Any members of school staff may use 'Reasonable force' in the following circumstances:

- a. in self defence, where risk of injury is imminent;
- b. where there is a developing risk of injury to another person (pupil or adult);
- c. where there is a risk of significant damage to property;
- d. to prevent a pupil committing a criminal offence;
- e. where good order and discipline are compromised.

31.2 There is no legal definition of reasonable force but three criteria are established for guidance:

- a. if the circumstances of the particular incident warrant it;
- b. if the degree of force is in proportion to the circumstances;
- c. if the age, understanding and sex of the pupil has been taken into account.

- 31.3 Physical intervention can take a number of forms, for example:
- a. physically interposing between pupils;
  - b. standing in the way of a pupil;
  - c. holding, pushing or pulling;
  - d. leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.
- 31.4 In extreme cases more restrictive holds might be used.
- 31.5 **Physical force may not be used as a disciplinary action and pupils may not be confined by locking in a room or area of a building.**
- 31.6 **Force that should not be used includes:**
- a. holding round the neck or any other hold that might restrict breathing;
  - b. kicking, slapping or punching;
  - c. forcing limbs against joints (e.g. arm locks);
  - d. tripping or holding by the hair or ear;
  - e. holding face down on the ground.
- 31.7 Only minimum force should be used. Staff are trained in Reasonable Force and certain staff have also accessed training in Team Teach.
- 31.8 All incidents where restraint is used must be recorded as soon as possible. This record will be kept by the Head, together with written statements of witnesses. The record should include:
- a. names of pupils involved;
  - b. time of incident;
  - c. the place where the incident occurred;
  - d. names of staff or other adults involved.

## **32. Personal Possessions - Searching - [Searching, screening and confiscation in schools - GOV.UK](#)**

- 32.1 St Hugh's School follows the current guidance regarding searching personal possessions with or without consent. Please refer directly to this document for the latest guidance and associated legislation. St Hugh's School also follows the Guidance in KCSIE 2023 regarding police investigations and appropriate adults. [PACE Code C 2019 \(accessible\) - GOV.UK](#)

## **33. Complaints**

- 33.1 We hope that parents will not feel the need to complain about the operation of our Positive Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches

that stage. However, our complaints procedure is available online and we will send a copy on request. We undertake to investigate all complaints and should the matter not be resolved within five working days or in the event that the Form Tutor and the parent fail to reach a satisfactory resolution, then parents will be advised to proceed with their complaint to the Head.

33.2 [Complaints Procedures](#)

**34. Further guidance**


34.1 Further guidance on issues relating to promoting good behaviour are to be found in these documents along with other specific documents linked throughout the policy.

[School Code of Conduct](#)

[Health and Safety Policy](#)

[Anti-bullying policy](#)

[Equal Opportunities Policy](#)


 Safeguarding Policy September 2023

[Anti-racism Policy](#)

[Alcohol, smoking, illegal substance and solvent abuse](#)

[Staff Code of Conduct](#)

[Exclusion Policy](#)

 Mental Well Being Policy August 22

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