

St. Hugh's Promoting Positive Behaviour Policy (ISI A4, B3, E11)

Promoting positive behaviour within the whole school including Early Years, Foundation Stage, Pre-Prep, After School Club and Prep School.

This policy has been drawn up with reference to 'Behaviour and Discipline in Schools (2016)' and a duty of care towards the Equality Act 2010 where issues relating to pupils with special educational needs are adjusted for. This policy is applicable to all pupils, including those in the EYFS.

At the core of a happy school are happy and fulfilled pupils. The successful behaviour policy looks to reward pupils for their achievements, develop consideration towards others and respect for property; to help them to feel that they count and can make a positive contribution to the 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. SEAL (*Social and Emotional Aspects of Learning*) is "a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools" (DFE RR049). The core principles of the SEAL initiative underpin a holistic approach to encouraging good behaviour, helping children to learn about:

- Getting on and falling out;
- Saying 'no' to bullying;
- Going for goals;
- Feeling positive about themselves;
- Relationships;
- Changes.

The fundamental importance of the Social and Emotional Aspects of Learning underpins our school ethos, and staff are committed to pupils' all-round education and well-being.

The Head of Pastoral Care

The Head of Pastoral Care is responsible for setting down and maintaining the rewards and discipline sanctions system in collaboration with the Headmaster, Senior Management and other members of staff. The Behaviour Policy is reviewed by the whole teaching staff at the beginning of each academic year.

Behavioural Expectations for the whole school:

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.

The Pupil Promise:

We will try our best to be:

- Respectful
- Honest
- Kind
- Helpful
- Responsible

Key Staff (Pre-prep):

The Key Person

The Key Person is at the forefront of promoting positive ethos and behaviour in the Pre-prep 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.

Physical intervention is allowable for disruptive pupils (for example, to avert immediate danger of personal injury). Any such intervention should be recorded and passed on to the Head of EYFS and parents should be informed on the same day or as soon as practically possible.

The Form Tutor (Prep School)

The Form Tutor is at the forefront of promoting a positive community spirit. In a similar way to the Key Person in the Pre-prep, they have direct everyday contact with each pupil and are generally the first in line for offering support, a listening ear, a word of caution or congratulation. There is daily form time set aside for Years 3 to 8 in the mornings during registration and on Wednesdays (Lesson 6) and Saturdays for Years 5-8 (Lesson 6) to help the Form Tutor to get to know each individual. Additional Form Tutor time is also provided as necessary each term in place of the Whole School Assembly.

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. The Form Tutor will provide regular opportunities during Form Times to discuss citizenship issues with their class and make time to speak to pupils individually on a regular basis. This is particularly the case on a Thursday morning as part of the PSHEE Jigsaw time.

The Form Tutor will also provide the first point of contact with parents and external agencies, working in partnership with them to help their 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.

All Staff

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 good 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.

Corporal Punishment

Corporal punishment is prohibited for all pupils at St. Hugh's School. Please see the Rewards and Sanctions section of the policy for further details of acceptable sanctions.

Malicious Allegations

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).

Physical Restraint - this follows the Restraint of Pupils Policy

Any members of school staff may use 'Reasonable force' in the following circumstances:
in self defence, where risk of injury is imminent;
where there is a developing risk of injury to another person (pupil or adult);
where there is a risk of significant damage to property;
to prevent a pupil committing a criminal offence;
where good order and discipline are compromised.

There is no legal definition of reasonable force but three criteria are established for guidance:
if the circumstances of the particular incident warrant it;
if the degree of force is in proportion to the circumstances;
if the age, understanding and sex of the pupil has been taken into account.

Physical intervention can take a number of forms, for example:
physically interposing between pupils;
standing in the way of a pupil;
holding, pushing or pulling;
leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.

In extreme cases more restrictive holds might be used.

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.

Force that should not be used includes:

holding round the neck or any other hold that might restrict breathing;
kicking, slapping or punching;
forcing limbs against joints (e.g. arm locks);
tripping or holding by the hair or ear;
holding face down on the ground.

Only minimum force should be used.

All incidents where restraint is used must be recorded as soon as possible. This record will be kept by the Headmaster, together with written statements of witnesses. The record should include:

names of pupils involved;
time of incident;
the place where the incident occurred;
names of staff or other adults involved.

Personal Possessions -

Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the State Secretary of State.

In the unusual event of a pupil or a pupil's room, locker, tub, bag or other possessions being searched staff will take all reasonable steps to maintain the usual high standards of safeguarding. Professional judgement is to be used in all cases. If in doubt advice should be sought from a member of the SMT, unless there is an overriding emergency. There are 2 fundamental principles:

- 1) Act with due care and sensitivity and remain mindful of the need to respect privacy, particular thought should be given to Boarders for whom, during term time, the school is their home.
- 2) Remember that the need to protect persons/property from injury/damage and from loss is paramount. This duty of care is the most important factor to take into consideration and if there is any doubt then a member of the SMT should be contacted immediately.

For further advice, it is good practice to follow the following Search and Confiscation Policy.

Amongst other things, the Education Act 2011 provided schools with powers designed to help teachers maintain good discipline. As a result teachers now have the power to search pupils for any items that have, or could be, used to cause harm or break the law, and for items banned by school rules, including alcohol, illegal drugs and stolen property. Please see Search and Confiscation Policy Thus:

- Any member of School staff can search a pupil for any item banned under the School rules, providing she agrees.
- The Headmaster and staff authorised by him, also have a statutory power to search

pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power include alcohol, illegal drugs and stolen items.

- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to School discipline.

Protocol for conducting a search with consent

School staff can search pupils **with their consent** for any item which is banned under the School rules.

- It is clear in the School behaviour policy and through communications to both parents and pupils which items are banned and may therefore be subject to a search
- School is not required to have formal written consent from the pupil for this sort of search – it is enough for the member of staff to ask him/her to turn out his/her pockets or if they can look in a pupil's bag or locker and for him/her to agree.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct him/her to turn out his/her pockets or bag and if the pupil refuses, then the member of staff should apply an appropriate punishment as set out in the School behaviour policy.

Protocol for conducting a search without consent

Searches may be conducted by the Headmaster or a member of staff authorised by him/her for prohibited items such as alcohol, illegal drugs and/or stolen items. Such searches will be carried out by two members of staff, a) the staff member must be the same sex as the pupil searched and b) there must be a witness, also a staff member, and if at all possible they should be the same gender as the pupil searched but either is permissible should the circumstances require it e.g. when off site on trips or activities

- Staff authorised by the Headmaster to conduct searches without consent include the members of the SMT. When searches are conducted in the Boarding House it is likely that the second member of staff will be the Housemistress although this is not absolutely necessary and no prior or written authorisation is necessary.
- If asked to help conduct a search, a member of staff can refuse to undertake such a search and a replacement will be found.

Establishing grounds for a search

- Given that a member of staff can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his/her possession a prohibited item then the teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- The powers allow School staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
-

Location of a search

- Searches without consent can only be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

- The powers only apply in England and thus searches cannot be undertaken when pupils are on overseas trips
-

Extent of the search – clothes, possessions, tubs and lockers - what the law allows:

- The person conducting the search may not require a pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes tubs, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and/or another member of staff.
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and tubs

- Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
- School staff must ensure they act in accordance with the Data Protection Act 1998, when doing so. Guidance on this is provided by the Information Commissioner and can be found at http://www.ico.gov.uk/for_organisations/data_protection.aspx.
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the 'prohibited items' listed above.

The power to seize and confiscate items – general - What the law allows:

- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search - What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence. Where a person conducting a search finds **alcohol**, they may retain or dispose of it.

- Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.
- In determining what is a 'good reason' for not delivering **controlled drugs or stolen items** to the police the member of staff must have regard to guidance issued by the Secretary of State.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police.
- **In determining what is a 'good reason', the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.**
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).
- Schools can dispose of alcohol as they think appropriate but this does not include returning it to the pupil. 10 Section 550ZC (6) Education Act 1996

Telling parents and dealing with complaints

- School is not required to inform parents before a search takes place or to seek their consent to search their child.
- Although there is no legal requirement to make or keep a record of a search, it is good practice to do so and School will record any search as part of the iSAMS database.
- Individual pupil's parents or guardians will be contacted where alcohol, illegal drugs or potentially harmful substances are found, though again there is no legal requirement to do so.
- Any complaints about searching will be dealt with through the normal School complaints procedure.

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:

- praise them, focusing on the positive things they do;

- help them to recognise their feelings and express themselves in an acceptable way;
- encourage them to ask for help from peers as well as adults;
- build their independence through self-help skills;
- encourage them to see the good in others;
- encourage them to learn from one another;

All staff help children to care about others by:

1. promoting conflict resolution and keeping calm;
2. working on and reinforcing the understanding of feelings, e.g. in Assemblies, Form time and PSHEE;
3. naming and making feelings clear;
4. pointing out the consequences of their actions;
5. making them aware of the power of language, e.g. not being confrontational or negative;
6. emphasising the positive and boosting self-esteem;
7. giving time to listen and acknowledging their responses sensitively;

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

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

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

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

Staff will help children to care about the environment by:

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

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.

Additional Support

Pupils have the opportunity to contact outside agencies including the school's **Independent Listener**. Information for the pupils is posted and visible throughout the School with contact details and the Independent Listener is introduced to pupils and visits on a regular basis. Childline posters are also displayed by every phone.

If necessary, pupils will have access to **1 to 1 / small group PSHEE sessions** which are designed to help in specific areas such as social skills, self-esteem, anger management, resilience and positive thinking.

It is important for Staff to be aware that persistent, poor behaviour may have underlying causes, including safeguarding issues or unmet educational or other needs. Specific concern may be raised with the Head of Pastoral Care, The Designated Safeguarding Lead or the Head of Additional Learning (HAL) 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.

Rewards and sanctions:

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.

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.

There are weekly "Wow Assemblies" in the Pre-prep where each class gives out a merit award for a commendable act (such as good table manners or looking after younger children at playtime) and where pupils may gain a WOW for outstanding work during the week.

Praise and stickers are also used extensively in the Pre-prep as rewards. Each class has a marble jar with a linked whole-group target, for example lining up nicely, putting hands up whilst on the carpet etc.. These are usually linked to the particular class needs at that moment, but also relate to whole school themes, including the focus of Monday whole-school assemblies. When the marble jar is full the class is rewarded by a joint activity of their own choosing e.g. treasure hunt, trip to the park, games hour, den building etc.. This helps to bring the class together as a whole and ensure they are working as a team.

Weekly Achievers' Assemblies take place in the Prep School on a Friday Morning, where academic, citizenship, sporting and musical achievements recognised. Certificates for effort or exceptional work are presented by the Headmaster and subsequently displayed on the relevant notice boards around the school. The Head of Pastoral Care presents Citizenship Gold certificates for pupils

identified by teachers or other pupils for acts of citizenship observed around the school in the previous week.

In addition, the children are divided into three Sets (named after former headmasters, Forbes, Kelham and Wheeler). These hold regular assemblies where staff keep up to date with pupils' achievements, and praise the children concerned. Two Set Captains, a boy and a girl in Year 8, maintain the Set notice board and to assist the staff in organising participation in the Set competitions.

Rewards for Effort

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.

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 network 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 award for the junior and senior pupils who gain the most effort Golds over the term.

Effort Golds count towards a Set Competition (a trophy is awarded each half term for the Set which gains the most).

Headmaster's Award Certificate

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 Headmaster and certificates are distributed in the Friday Achievers' Assemblies.

Headmaster'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.

Citizenship Awards

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. 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. A St. Hugh's badge and certificate may also be awarded for exceptionally praiseworthy actions.

Citizenship Golds count towards a Set competition (a trophy is awarded each half term for the Set which gains the most).

The Recognition and Rewards Ladder

EFFORT GOLDS - FOR RECOGNITION OF EFFORT IN CLASS, PREP AND GAMES - THIS SCHEME RUNS FOR AN ACADEMIC YEAR.

10 effort golds	Certificate	1 Set Point
20 effort golds	Certificate	1 Set Point
30 effort golds	Certificate	1 Set Point
etcetera		
Current prizes available to cash in	10 effort golds	chocolate biscuit voucher for 1 week break biscuits
	20 effort golds	pencil
	30 effort golds	pen
	40 effort golds	mechanical pencil
	60 effort golds	sharpener/rubber duo
	80 effort golds	rugby stress ball or trio highlighter
	100 effort golds	Frisbee
	150 effort golds	LED torch

CITIZENSHIP GOLDS - FOR RECOGNITION OF INDIVIDUAL ACTS OF GENEROSITY/THOUGHTFULNESS TOWARDS OTHERS

Certificate	1 Set Point
-------------	-------------

HEADMASTERS' AWARD - FOR RECOGNITION OF INDIVIDUAL PIECES OF EXCELLENT WORK

Certificate	1 Set Point
-------------	-------------

OUTSTANDING COMMENDATIONS - FOR THE AMOUNT OF EFFORT OUTSTANDINGS IN THE END OF TERM REPORTS

12 or more outstandings	Certificate - awarded in assembly	2 Set Points
10 or more outstandings	Certificate - awarded in assembly	1 Set Points

INTER-SET COMPETITIONS - SUCH AS CROSS COUNTRY, RUGBY, HOCKEY, ...

Winner	15 Set Points
2 nd	10 Set Points
3 rd	5 Set Points

THE ST HUGH'S AWARD – THIS IS AWARDED ONLY OCCASIONALLY AT THE DISCRETION OF THE HEADMASTER FOR EXCEPTIONAL EVENTS

St Hugh's lapel badge and certificate

5 Set Points

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

For most Effort Golds in Y3-5 and 6-8 in end of term Achievers' Assembly

Outstanding effort and/or standard throughout the year

Speech Day book token (Y3 - 7), normally 2 per form (1 boy, 1 girl)

Outstanding effort and/or standard throughout the year

Speech Day book or cup/shield, generally Y8 only.

One per subject or subject area and one for academic excellence

Scholarship Success

Speech Day book

Other Awards

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.

Sport rewards: match reports are read out in Achievers' Assembly and published in The Recorder.

Sporting trophies and certificates are presented along with representative and full colours for senior pupils.

Cups and Trophies are presented both termly and annually in academic areas, music, sport and other curriculum areas. These recognise exceptional achievement or progress.

WOW Board (located In the corridor near the Headmaster's study)

This is intended to celebrate achievement across the whole School and is updated on a weekly basis.

DISCIPLINE SANCTIONS

The School has expectations of 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.

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 judgement 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.

Classroom Issues

THE TICK SYSTEM - USED FOR MINOR DISRUPTIONS/INTERRUPTIONS

1st offence - Verbal warning that the next disruption will be name on the board.

2nd offence - Name on board – warning; no further action.

3rd offence - Tick name – recorded on iSAMS as a concern.

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

4th offence - 2nd Tick - recorded on iSAMS as a **sanction** as loss of free time at break with member of staff.

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

THE REPORT CARD SYSTEM -

Tutor **GREEN** report card; tutor to contact parents to confirm they are on a report for a week.

After a week on report it is reviewed by the Head of Pastoral Care at lunch. If needed, the report card is scanned and emailed to parents with a comment as to whether moving up or down the report card system.

Poor week on report results in Head of Pastoral Care **AMBER** report; Head of Pastoral Care to make contact with parents.

2nd poor week results in a Headmaster **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]

MINOR, SINGLE INCIDENT ISSUE – reflection time outside class until spoken to, then reintegrated - recorded on iSAMS as a concern.

Any further issues in the same lesson then removal to HoD/SMT for remainder of lesson, loss of free time for 2 breaks with member of staff and recorded on iSAMS as a **sanction**.

MAJOR, SINGLE INCIDENT ISSUE – removal to Head of Pastoral Care/Headmaster 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.

PREP - prep not regularly completed/handed in/to teacher satisfaction

1st offence - recorded on iSAMS as a concern after subject teacher has checked to validity of reason .

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.

Any further issues then recorded as a **sanction** on iSAMS and loss of break with DoS.

Out of class issues

e.g. games, minibus, playground at break/lunchtime, away matches...

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.

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.

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.

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..

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, Heads of Set and the Head of Pastoral Care are aware of what has transpired and may follow up as necessary.

A Behaviour Report Card is available on the School network, and may be drawn up by the Head of Pastoral Care 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 Head of Pastoral Care 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.

In the most serious instances, in or out of class, the Headmaster should be made aware of the situation directly and parents contacted (normally by the Head of Pastoral Care or other senior member of staff). The problems should also be raised at the next general Staff Meeting.

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 Headmaster. Parents will be asked to come into School for a meeting with the Headmaster, the Head of Pastoral Care and other relevant staff.

If circumstances require it, the Headmaster 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.

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).

Permanent exclusion is the ultimate sanction, imposed at the discretion of the Headmaster, 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.

Pre Prep

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 is 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 etc.. Intervention will be low key and may include one of the following:

- Using a positive statement, e.g. "If you want to throw something, you could go outside and throw a ball";
- Explaining any concerns e.g. "If you lean back on your chair you may fall over";
- Giving choices;
- Having a group discussion or circle time about visual pre-school codes;

Staff will deal with more challenging behaviour by:

- Labelling the behaviour not the child, e.g. saying "I don't like it when....." or "It's not okay to...."
- Using non-confrontational language, e.g. "When sand is thrown....." instead of "When YOU throw sand..."

In Reception and Key Stage One, 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.

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.

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 (please refer to Special Educational Needs Department Policy). Where appropriate, this stage may include referral to external agencies for additional support or assessment with parents'/carers' consent.

In the unlikely event that support for SEN does not provide positive outcomes, a core-group will be established in liaison with parent/carers under the guidance of the Birth to Five Service.

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.

Where the unacceptable behaviour continues, parents/carers will be invited into the Setting to discuss the situation and support the management of behaviour by working together to ensure a consistent approach between Setting and home. An action plan to be shared by School and home will be agreed and reviewed to monitor outcomes.

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 setting 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.

Suspending or expelling a child from the setting 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 setting.

GENERAL

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 Staff. 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 Head of Pastoral Care, and should also raise these at Staff Briefings.

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.

The School also recognizes 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.

Where behavioural difficulties are related to diagnosed or suspected syndromes such as ADHD, the input of the Head of Additional Learning (HAL) 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 Head of Pastoral Care will attend PLP meetings with the Head of Additional Learning (HAL) as required to help formulate a coherent approach to managing such pupils' behaviour at home and at school.

SEAL (Social and Emotional Aspects of Learning)

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

Monday assemblies help to explore key SEAL themes as part of the Jigsaw PSHEE scheme and can be adapted if appropriate for their form's assembly.

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

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.

PERSONAL PRESENTATION:

Pupils are encouraged to take pride in their appearance and wear their uniform smartly. For those pupils who need reminding about tucking shirts in, wearing their hair suitably tied back etc the normal warnings system can be used followed by being reported on iSAMS.

If a pupil's haircut is not acceptable, this matter will be taken up with the parents by the matron, houseparent or Headmaster.

RESTRAINT OF PUPILS

In the unlikely event of staff needing to restrain a pupil physically, this should be done in line with school policy, which is a separate document in Staff Handbook. This states clearly that ‘ minimum force should be used and never as a punishment’.

Playtime Procedures.

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. In the summer there is also a sandpit available. 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.

In the Prep-school, there are generally two members of staff on duty, which allows one to supervise the Adventure Playground and the other to patrol, keeping a general eye on all outdoor areas, and checking the classroom block, West corridor, Kelham Centre and the Library. They also check that all Year 8 pupils who have a duty during morning or lunch break are in position and that the Year 7 pupils on duty at the PGF shed are in place to oversee the borrowing of playtime equipment.

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. Year 8 pupils on duty offer their help in looking after the younger pupils during a wet break and Year 7 Peer Mentors also be involved in encouraging positive play in the upstairs classrooms, as required.

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.

Rules for outdoor break are highlighted to pupils at the start of the year and displayed in the Library window.

Peer Mentors.

Year 7 are given additional responsibilities to be Peer Mentors. They also run a system for pupils to borrow items from the Playground Friends shed. Training is given in PSHEE lessons at the start of the academic year.

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. There will be two Year 7s on duty at morning and lunch breaks at the Playground Friends shed (between the swimming pool changing room doors) and two in the 'quiet area' located at the chess table, where pupils may come and draw or play chess or draughts.

School Council

This meets twice 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 4 upwards and the School Captains and Deputies. The Captains and Deputies have the task of consulting Year 3 pupils prior to meetings.

Managing Transition

The transition from EYFS to prep school is 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.

In Year 6, the PSHEE curriculum includes 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.

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 (HAL) arranges additional assistance and induction visits where this is beneficial for a specific pupil's needs.

Complaints

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 Headmaster.

Further guidance

Further guidance on issues relating to promoting good behaviour are to be found in these

documents:

Health and Safety Policy

Anti-Bullying Policy

Safeguarding & Child Protection Policy

Restraint of Pupils Policy

Anti-racism policy

Policy regarding alcohol, smoking, illegal substance and solvent abuse

Good teaching practice

Staff Responsible	Head of Pastoral Care
Last reviewed	May 2017
Date of next review	Autumn 2017