

The Hammond – Behaviour Management Policy

October 2012, November 2012, Revised August 13, November 2013, August 2014, August 2015, September 2016, September 2017, November 2017, March 2018, September 2018

Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing.

Helping Every Child to Achieve More

This policy applies to students in Years 7-14. The preparatory school have a separate policy.

This policy pays reference to advice from the Department for Education's 'Behaviour and Discipline in Schools 2016'. The policy is accessible to parents on the school web-site or, by request, from the school office; telephone number, 01244 305350 or email info@thehammondschool.co.uk.

Aims

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly.
- All pupils, irrespective of race, gender, ability or background will be treated equally. Cultural differences will be respected if they impinge on behavioural expectations.
- We aim to enable staff, pupils and parents to work as a team to achieve our desire that pupils grow socially, personally and academically.
- We aim to create a calm, safe, and secure, purposeful and happy atmosphere within the school.
- We aim to foster positive caring attitudes towards everyone.
- We aim to acknowledge and value achievements at all levels.
- We aim to encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for his/her own behaviour.
- We aim to have a consistent approach to behaviour management throughout the school.
- We aim to make the boundaries of acceptable behaviour clear.
- We aim to raise awareness of appropriate behaviour.
- We aim to help pupils, staff and parents have a sense of direction and feeling of common purpose
- We aim to assist staff to remain updated of national directives regarding behaviour management.
- We aim to provide additional programmes for pupils moving between key stages of learning so that they are aware of expected behaviours within each stage.

The Equality Act 2010 – the school complies with the Act's aims as follows:

- We aim to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- We work to advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- We promote and foster good relations and respectful behaviour and attitudes between people who share a protected characteristic and people who do not share it.
- We aim to provide specialised support for pupils with specific needs who may require different strategies providing reasonable adjustments to the academic and vocational curricula as appropriate.

Staff Responsibilities

- Staff will provide strong leadership and be good role models.

- Staff will raise pupils' self-esteem and so develop their full potential.
- Staff will provide a challenging, interesting and relevant curriculum in well-managed classrooms.
- Staff will create a safe and pleasant environment, physically and emotionally.
- Staff will use rules and sanctions clearly and consistently.
- Staff will form good relationships with parents so that children can see that the key adults in their lives share a common aim.
- Staff will undertake regular training to remain informed of new initiatives in this area.

Staff Conduct

Staff must remember that they are a 'role model' to the students. They should set high standards of behaviour at all times. Allegations of bullying – teacher/teacher or 6teacher/pupil will be treated in the same way as allegations of bullying pupil/pupil (see separate Anti-Bullying policy). Any use of physical restraint is by reasonable and non-injurious means, only when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property, and always recorded in writing. (See separate Use of Physical Restraint policy and form). The Hammond rejects the use of corporal punishment.

Parental Responsibilities

- Parents will make their children aware of appropriate behaviour in all situations;
- Parents will encourage independence and self-discipline;
- Parents will be interested in all that their child does in school and related activities;
- Parents will foster good relationships with the school and its staff;
- Parents will support the school in the implementation of this policy;
- Parents will be aware of the school rules and expectations.

Pupil Responsibilities

- Pupils should behave responsibly and courteously at all times and follow the school Code of Conduct and the Student Handbook that has been agreed between pupils and staff.
- Prefects will undertake the role they have been allocated with sensitivity and respect and will seek the support of staff should they feel it necessary.

Behaviour Management

- The school has a number of rules and expectations, set down in the Code of Conduct document, Home School Agreement and Boarding School agreement (copies of which can be found in the student planner) and the Students' Handbook which are reviewed annually in the summer term for the following year.
- Regular dialogue with parents is essential so that they are aware if any issues are developing and to enable the school to work closely with them.

Behaviour Expectations

- The school makes clear its expectations of good behaviour.
- The school discourages unsociable behaviour.
- The school encourages pupils to take responsibility for their own actions and behaviour.
- The school praises and rewards good behaviour both privately and publicly and make effective use of the Class Charts system to record this.
- The school places an emphasis on encouraging and motivating pupils through positive feedback, descriptive praise and giving attention for success, not failure.

- The school keeps pupils challenged and interested through appropriate and meaningful work.
- The school fosters respect for individuals, whatever their culture and background.
- The school uses rules and sanctions clearly and consistently.
- The school raises pupils' self-esteem by communicating a sense of individual importance; ensuring that pupils have a sense of their own success and maximise opportunities to take responsibility for their own behaviour.
- Pupils who are found to make malicious allegations regarding staff behaviour will be disciplined accordingly and their parents included in the process.
- As required the Principal will liaise with external agencies.
- Every effort is made to ensure pupils' transition between primary and secondary school is managed carefully and sensitively (see below).

Managing Transition

It is widely recognised that the move from Primary to Secondary School is a huge milestone in a child's life – as is a move into Years 8-10 for those children making the transition further up the school. At The Hammond this change often brings with it an adjustment to living away from home as a boarder.

The Hammond is committed to ensuring the delivery of a coherent, clear and consistent approach in transition, in order to prepare both students and parents for the expectations of the school, whilst supporting behaviour management by fostering positive initial experiences in the following ways:

- Opportunity for Year 5 pupils to attend The Hammond's year 5 Taster Day in June to experience a range of academic and vocational subjects.
- Year 6-Year 7 transition: Primary school visits undertaken by Year 7 Form Tutor and Assistant Principal (Academic) in the Summer Term before entry to the school.
- New Intake Day in July for all students new to The Hammond in the following academic year to provide an overview of routines and expectations.

During New Intake Day:

Year 7 experience a range of subjects taught by Hammond staff.

Parents and Students are invited to an induction talk to meet key staff.

All boarders visit boarding houses and meet key boarding staff prior to starting at the school.

- A parent/pupil handbook is issued to all new starters outlining key information, such as the behaviour policy and key procedures in transition to The Hammond.
- All students are placed in a Tutor group. The Form Tutor and Pastoral leaders of KS3/4 foster close links with both students and parents from the start of a child's time at The Hammond.
- All new students and parents are invited to a Parents' Tea in September each year in order to acknowledge the first EXEAT weekend and further links between home and school.
- Year 7 students attend a team building weekend in October each year to support transition.
- Transfer of information is obtained from the child's previous school requesting references, transfer of school records, medical information and academic progress to ensure that prior knowledge is gained of the individual child in order to support them in their transition and beyond. This is a time when any safeguarding issue information is transferred.

- Important transition information is shared with the staff the at Inset day in September each year in order to ensure that effective pastoral care, teaching and learning takes place. This process is then ongoing throughout the year, as is the weekly pastoral concern meeting with senior pastoral staff.
- Baseline testing and CATs are conducted with students new to the school to inform teaching and learning.
- An extended form group time is provided at the start of the academic year to provide key information to students including the importance of the Code of Conduct.

Behaviour

Guidance for Staff

There should be a whole-school approach, which includes boarding, for the management of discipline at school.

All new pupils are issued with a pupil induction booklet that outlines school rules and expectations of behaviour, and The Hammond's Code of Conduct. The Hammond uses a whole school behaviour monitoring system called 'Class Charts'. This enables senior staff to monitor, in real time, positive and negative choices made by our students.

Classroom teachers take responsibility for in class behaviour management. For Example, poor behaviour in a science class would be dealt with by the class teacher through two behaviour reminders leading to a teacher/student meeting (detention). Persistent poor behaviour in the same class would then result in the teacher referring the student to the Subject Leader. The Subject Leader would meet with the student for a strategy meeting to create a student strategy agreement (report). Form Tutors will monitor 'out of classroom' behaviour which includes, break and lunch times and behaviour in the boarding house. Form tutors would also hold a strategy meeting with the student if negative choices continued in order to form a student strategy agreement.

Students will be offered support in school to help them make positive choices within the bounds of school expectations.

Negative Choices

Examples of negative choices to be dealt with by **teachers in the first instance**

- lost/missing homework, lack of equipment
- disruption
- rudeness - talking out of turn or minor rudeness to other students
- lateness for lesson, talking repeatedly, lack of concentration etc. These should be reported to the form tutor by the teacher.
- Uniform concerns.
- Any negative choices that disrupt the learning of the student or their peers.

If this support is not sufficient due to persistent or more serious misbehaviour senior pastoral staff will monitor overall behaviour choices and will intervene through another strategy meeting when deemed necessary.

The following staff have pastoral responsibility: -

- Lower school - Years 7, 8 and 9 – Mrs Anna Thomas, Assistant Principal (Academic) and Years 10 and 11, Mrs Claire Wheeler Temporary Director of Student Support, Mr Kevin Williams, Vice-Principal Artistic and Ms Jennifer Roscoe, Principal.

- Professional courses, senior students (PS1, 2 and 3) – Mr Kevin Williams, Vice-Principal (Artistic), Mrs Janet Starmer, Assistant Principal Artistic, and Mr John Speakman the 16-19 Co-ordinator.
- BTEC Drama Students (DS1 and 2) – Mrs Mandy Hatfield, Director of Drama and Mr John Speakman the 16-19 Co-ordinator.
- Boarding – Mr Fraser Dewar (Head of Boarding), Ms Jennifer Roscoe (Principal).

Discussions then take place at weekly pastoral concern meetings with the pastoral team. This weekly meeting involves the pastoral team, head of boarding and the Principal in reviewing the pastoral concerns as identified from the Class Charts reports. Further action may come from this meeting.

This could include:

- Discussion with the pupil regarding the issue.
- Making contact with parents if this has not already happened
- Placing the child on a Student Strategy Agreement (see attached).
- Requesting a ‘round robin’ review of the child’s behaviour or progress
- Letter home or in extreme cases, suspension or expulsions

A comprehensive record of these meetings is made each week on Class Charts. Any significant action/sanction will be recorded, placed in the pupil’s file, and on the Exclusion and Suspension file, which will contain the pupil’s name, year group, the nature and date of the offence, the sanction imposed and the date of a follow up by senior staff to ensure the incident has been resolved.

Discussions with parents will take place to involve them in supporting their son/daughter in making positive choices.

Positive Choices

It is the school’s aim to be positive at all times and the following system is designed to encourage and support pupils and to keep parents informed of their child’s progress.

At The Hammond any member of staff may give a positive choices’ acknowledgement which will be recorded in Class Charts. Acknowledgements are given to reward progress, good work and for responsible and thoughtful behaviour. The form tutors will monitor acknowledgements through Class Charts. Certificates are awarded in assembly to the pupils and a letter is sent home. There are 7 possible awards each requiring 25 acknowledgements to achieve: - Bronze, Silver, Gold, Platinum, Honours, Principals and Directors’ Merit Awards.

Suggested reasons for awarding a merit;

- Exceptional work or effort
- Kind, considerate behaviour over a period of time.
- Responsible, helpful behaviour e.g. offering unasked to tidy up etc.
- Organisational work e.g. a good form monitor, sports captain, charity work.
- Competition – for example - as a prize for the best handwriting competition.
- A complete homework record.
- Completed homework planners.

The behaviour log for boarders - in summary

In line with the whole school policy, boarding staff will monitor behaviour using the Class Charts system.

Minor incidents are recorded briefly in the house daily logs. These are reviewed regularly by senior staff and discussed at staff house meetings. The administration of major punishments emanating from behaviour in house is recorded on Class Charts and discussed at the weekly pastoral concern meeting.

Arrangements for searching pupils and their possessions.

If a member of the boarding staff suspects a pupil is in possession of drugs, alcohol or a dangerous implement, there may be a need to search a pupil or their possessions.

Procedure

The Assistant Principal Boarding and a member of the boarding staff should explain to the pupil why the search needs to take place and then in the presence of the pupil check belongings for the suspected item. Parents would be informed.

FIXED TERM OR PERMANENT EXCLUSION

(See Exclusion Policy. Also Complaint's Policy and the Equal Opportunity and Disability Policy)

Please see also - Behaviour Management 'Guide to Sanctions' Policy, Drug and Alcohol Misuse Policy, Code of Conduct, Safeguarding and the Exclusion Policy.



Student Strategy Agreement
<p><i>Name:</i></p> <p><i>Start Date:</i></p> <p><i>End Review Date:</i></p>

Strategy:	Behaviour choices to achieve strategy:
1.	
2.	
3.	

Lesson/ Teacher:	
Commentary – strategy 1	
Commentary – strategy 2	
Commentary – strategy 3	

Lesson/ Teacher:	
Commentary – strategy 1	
Commentary – strategy 2	
Commentary – strategy 3	

Lesson/ Teacher:	
Commentary – strategy 1	
Commentary – strategy 2	
Commentary – strategy 3	

Lesson/ Teacher:	
Commentary – strategy 1	
Commentary – strategy 2	
Commentary – strategy 3	

Lesson/ Teacher:	
Commentary – strategy 1	
Commentary – strategy 2	
Commentary – strategy 3	

Lesson/ Teacher:	
Commentary – strategy 1	
Commentary – strategy 2	
Commentary – strategy 3	

Lesson/ Teacher:	
Commentary – strategy 1	
Commentary – strategy 2	
Commentary – strategy 3	

Lesson/ Teacher:	
Commentary – strategy 1	
Commentary – strategy 2	
Commentary – strategy 3	

Please discuss your behaviour choices with:	
Location and time:	