

Behaviour Policy and Statement of Principles – Hampstead and Kensington

Contact names – Hampstead Campus	
Principal	Shirley Harwood
Deputy Principal	Stuart Bain
Designated Safeguarding Lead (DSL)	Stuart Bain
Learning Support teacher	Shaheen Ishani
Cognita Director of Education	James Carroll
Behaviour Log and Accident logs	Stored digitally and on Medical Tracker
Cognita Principal Office	Phone: +44 (0)1908 396 250

Contact names – Kensington Campus	
Principal	Siobhan McGrath
Deputy Principal	David MacMorran
Designated Safeguarding Lead (DSL)	David MacMorran
Learning Support teacher	Emma Netherton
Cognita Director of Education	James Carroll
Incident and Accident logs	Stored digitally and on Medical Tracker
Cognita Principal Office	Phone: +44 (0)1908 396 250

Third Party contacts	
ChildLine (NSPCC)	Tel: 0800 1111
MindEd (including online counselling training for staff)	www.minded.org.uk
Young Minds	www.youngminds.org.uk
Place2Be (4-14yrs)	www.place2be.org.uk
Education Endowment Foundation (The Sutton Trust)	Teaching and Learning Toolkit – guidance for teachers
Anti-Bullying Alliance	Mental health and bullying: a guide for teachers and other children’s workforce staff
Play Therapy UK (PTUK)	www.playtherapy.org.uk
PSHE Association	PSHE Teacher Guidance: Preparing to teach about mental health and emotional well-being (free)

1.0 Purpose

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all.

2.0 Background

- 2.1 We are required to ensure the safety and well-being of all our children and staff, and take great pride in the behaviour and conduct of all our students. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.
- 2.2 In keeping with Education (Independent School Standards) Regulations 2014 our policy outlines our code of conduct for children and young people, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.
- 2.3 The Principal is responsible for developing this policy within the framework set by Cognita as proprietor. Teachers have the power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. This means that the Principal decides and sets the standard of behaviour expected of all students in our school. This includes how the standards will be achieved, the school rules, any disciplinary penalties for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that students complete assigned work and regulate conduct.
- 2.4 Our Behaviour Policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an Anti-Bullying Policy, which is available on our website.
- 2.5 Our school policy takes into account the need to safeguard and promote the welfare of students, as outlined in our Safeguarding Policy, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for students with special educational needs and/or disability.
- 2.6 If any student's behaviour is considered by the Principal to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding and Child Protection Policy and Procedures will be rigorously followed and action will be taken in accordance with the relevant local safeguarding children's board referral procedures. *If any child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately (Keeping Children Safe in Education 2016).*
- 2.7 We publish our policy for parents, students and staff. It can be found on our website. We review this at least annually. This policy is referred to in our parent contracts accordingly.

2.8 We support children at times when difficult events happen in their lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

3.0 Applicability

3.1 Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment. We also believe that this is what parents want from our school.

3.2 We work together with our parents, students and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.

3.3 To this end, we have an ethos of setting high expectations of achievement for all students with consistently applied support. We expect our staff, parents and students to understand and respect the rules of the school and the expectations and responsibilities laid out in this policy. We expect both staff and parents to model positive behaviour at all times so that our students can benefit fully from their experiences in school.

3.4 It is important that our staff follow the Behaviour Policy at all times to ensure that we all implement our policy consistently and effectively. We understand that this ensures that our students feel they have been treated fairly compared to others.

3.5 We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's well-being, during any activity, whether on or off the school premises, under any circumstances.

3.6 Should any child display severe emotional, behavioural and social difficulties, it is still our role to support them to be resilient and mentally healthy and to ensure that all children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

3.7 Children who are mentally healthy have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Become aware of others and empathise with them;
- Play and learn;
- Develop a sense of right and wrong; and
- Resolve (face) problems and setbacks and learn from them.

3.8 Where severe problems occur, we expect the child to get support elsewhere, as well as support in school at an early stage, such as via the Common Assessment Framework and early help services, from medical professionals working in specialist

Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual students might be suffering from a diagnosable mental health problem and involve their parents and the student in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support students, using evidence-based approaches.

- 3.9 Staff work closely with the Learning Support teacher and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

4.0 Definitions and scope

4.1 Statement of Behaviour Principles

1.

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students. Our school provides:

- § A committed senior management team that sets a culture within the school that values all students; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- § Staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges;
- § An effective strategic role for the Learning Support teacher, ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including students whose persistent mental health difficulties mean they need special educational provision. Specifically, the Learning Support teacher will ensure colleagues understand how the school identifies and meets students' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
- § Working with parents and carers as well as with the students themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
- § Continuous professional development for staff informs them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem;
- § Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published Learning Support policy;
- § Working with others to provide interventions for students with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the student's needs; a plan to set out how the student will be supported; action to provide that support; and

regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and

§ A healthy school approach to promoting the health and wellbeing of all students in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

- 4.2 Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn students whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every student well and can spot changing patterns and early signs.
- 4.3 The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.
- 4.4 We will support students with medical needs and be fully aware of any medication that children are taking, including supporting the individual health care plan.
- 4.5 The following principles underpin our approach towards behaviour and discipline:
- School staff and students should all show respect for one another;
 - Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
 - Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students, such as those with special educational needs;
 - students whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;
 - All students should be listened and responded to;
 - All students are entitled to learn in a safe and secure environment;
 - students should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
 - All school staff should model positive behaviour and promote it through active development of students' social, emotional and behavioural skills; and
 - All members of the school community should understand and accept the principles on which the Behaviour Policy is grounded.

5.0 Procedures and responsibilities

5.1

Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.

- 5.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Principal says otherwise.
- 5.3 To be socially acceptable, we believe that children should be able to:
- § Treat other children and adults with respect;
 - § Speak politely to other people; and
 - § Have self-confidence and high self-esteem.
- 5.4 To encourage this, the staff will:
- § Treat all children and adults with respect;
 - § Speak politely to other people;
 - § Praise children's efforts and achievements as often as they can;
 - § Explain to children what they should have done or said when they get it wrong;
 - § Tell parents about their child's efforts and achievements; and
 - § Avoid using critical or sarcastic language.
- 5.5 We will not accept the following behaviour from children or adults:
- § Use of unkind or rude language;
 - § Hitting, kicking, biting or other such physical responses; or
 - § Racist or sexist remarks, or other discriminatory comments.
- 5.6 If such behaviour occurs:
- § We will tell the child that it is wrong and explain what they should have done or said, or not said;
 - § If the behaviour is repeated, the child will be reprimanded once more as above;
 - § If the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected; and
 - § We will try to find out why the child is behaving in this way and then treat the situation accordingly.
- 5.7 The role of the teacher:
- § Teachers are responsible for ensuring that the school Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;
 - § Any incidents of anti-social behaviour will be discussed by the teacher with the class, e.g. during circle or pastoral time;
 - § Every teacher enforces the classroom code consistently and treats each student fairly;
 - § If a student misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the senior member of staff named at the front of this document, including, where relevant, a conversation with the parent to seek improvements and the use of appropriate strategies;
 - § The teacher reports to parents about the progress of each student for whom they are responsible, in line with our school policy. The teacher may also

contact a parent if there are concerns about the behaviour or welfare of any student;

- § An incident form is used to record in detail any incident involving a child or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Principal and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child’s personal file and the incident book;
- § Obey all health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter;
- § Never make racist, sexist, homophobic or other abusive or humiliating remarks;
- § Never resort to physical violence;
- § The use of reasonable force may be used exceptionally and only to prevent injury to students, damage to property or to prevent students committing an offence. Only the minimum is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details;
- § We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Principal only and where there is good reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search students in a blanket way; and
- § Comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy.

5.8 Expectations of students in our school:

- § Arrive on time to lessons/classes with all the equipment needed for the lesson;
- § Listen respectfully when the teacher is giving instructions;
- § Follow instructions promptly and accurately;
- § Raise a hand to gain attention;
- § Follow the teacher’s instructions about moving around the classroom;
- § Treat others with respect and consideration at all times;
- § Dress cleanly and neatly in the specified uniform for the activity;
- § Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- § Move sensibly and calmly around the buildings and grounds;
- § Never make racist, sexist or other abusive or humiliating remarks;
- § Never resort to physical violence; and
- § Comply fully with the Digital Safety Agreements

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Southbank SLT
Specialist Legal Advice	n/a
Consultation	n/a

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Compliance	
Compliance with	ISSR 2014, Keeping Children Safe in Education, Statutory Framework for EYFS 2014, Compliments and Complaints Procedure, Safeguarding and Child Protection Policy, Equality and Diversity, Special Educational Needs and Disability, School Uniform, School Exclusion Procedures, PSHE, SMSC, Anti-Bullying, Use of Reasonable Force, Accident and Incident Recording and Reporting, Learning Outside the Classroom, Whistleblowing, Acceptable Use Policy (mobile phones and cameras).

Audience	
Audience	Principals, DSLs, SENDCOs, pastoral leads in schools

Document application	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2019
Review date	September 2020

School Specific Behaviour Policy and Procedures – Kensington and Hampstead

This section is attached to the **School Behaviour Policy and Statement of Principles (Europe)** policy and should be read in conjunction with the Southbank Anti-Bullying Policy, Sanctions Procedure, and Equality and Diversity Policy.

This policy reflects the core values of the school. Southbank aims to be a school that, as an open and inclusive community:

- respects every individual
- treats everyone with fairness
- listens to and treats with respect those with different points of view
- establishes community spirit through responsibility and accountability
- encourages parents, students and teachers to work together
- empowers its members to be pro-active

The school recognises its responsibility to sustain a safe environment for students and, under the Equality Act (2010), offers an environment which eliminates discrimination, encourages the development of positive behaviour and promotes good relationships between staff, students and parents.

The school has an obligation to its students and parents that an atmosphere conducive to learning is maintained at all times.

We believe that adherence to the IB Learner Profile values is conducive to the promotion of good behaviour. Those values within the Learner Profile with particular resonance regarding behaviour are as follows. Students are encouraged to be inquirers, who are:

- reflective
- caring
- principled
- open minded

Good behaviour in the school is extremely important to the school programme. Without it the school cannot discharge its primary responsibility of educating the student and students cannot realise their potential and growth, both academically and socially. In maintaining good behaviour teachers must be able to proceed with the assurance that support will be forthcoming from school management.

Codes of conduct

Our codes of conduct are designed to make clear to students how they can achieve acceptable standards of behaviour. The application of our code of conduct is developmentally dependent on the age of the student, and the area covered by the code. At Kensington, there are established Codes of Conduct for Town Meetings, lunch, use of the garden and moving around school. Additionally each teacher spends some time in the first few days of each academic year to set essential agreements for the classroom with the children.

Codes of Conduct and Essential Agreements have the following guiding principles:

- it is positively stated, so the students are informed of what to do rather than what not to do
- it is fair and delivered in good temper
- it encourages the whole community to be involved in its practice
- it has a clear rationale, made explicit to all
- it is consistently applied and enforced
- it promotes the idea that each member of the school has responsibilities towards the whole

Awards

The Milton Toubkin Award for making a difference (Milton Toubkin is Southbank's Founding Principal) is presented annually to a student or a group of students whose activities have demonstrated a genuine sense of service to others, resulting in action that has 'made a difference'.

Events

Students have opportunities to compete in a range of externally organised competitions, for which they are encouraged to act as responsible, respectful and independent-minded ambassadors for the school, demonstrating the best standards of behaviour, personal interaction and self-awareness in an international arena.

The school also offers opportunities for the students to develop their sense of responsibility to the school community through membership of the student council, for which elections are held.

Behaviour Referrals

Students are expected to abide by the established Codes of Conduct and these are reviewed termly in class. Teachers help students to manage their behavior. However, if a student is continually unable to cooperate then teachers should ask Heads of School, Deputy Principal or Principal to intervene. Each case is treated individually and we work with the student to achieve understanding and a sense of responsibility for one's own behavior. In some cases parents may be consulted for their support.

Step 1	Warning given and understood. Use of Learner Profile to support understanding.
Step 2	Supervised reflective time out
Step 3	Time out and discussion with Heads of School
Step 4	Time out and discussion with Principal/Deputy Principal/Heads of School
Step 5	Time out and discussion with Principal/Deputy Principal followed by a scheduled meeting with teacher and parent. The child may be included in this meeting. Plan of action to be devised and monitored by all parties.
Step 6	Student will be on Behaviour Plan. Meeting as in Step 3 will occur.
Step 7	Suspension. Meeting as in Step 3.
Step 8	Exclusion

This process is hierarchical but, depending on the severity of the incident, the teacher concerned may decide to omit certain steps.

Level of Behaviour	Descriptors (examples)
<p>Class teacher/ specialist is expected to manage independently.</p>	<p>Low-level disruptive behaviour eg</p> <ul style="list-style-type: none"> ● talking inappropriately, calling out, interrupting ● unsettled, disrupting other children ● inappropriate behaviour moving around the school ● work not completed as a result of low-level disruptive behaviour
<p>Discuss with Head of School or Deputy Principal at earliest suitable opportunity. If specialist teacher, consult class teacher.</p> <p>Where appropriate, record on: iSAMS – Create Discipline entry (Kensington), Behaviour log (Hampstead).</p>	<p>Persistent low-level disruptive behaviour/ higher-level disruptive behaviour eg</p> <ul style="list-style-type: none"> ● raised voice directed at peer or adult ● swearing ● pushing or shoving ● running around classroom ● throwing objects (without intent to harm) ● name-calling ● answering back to a member of staff ● short-term refusal to work ● hiding under furniture ● confrontational behavior
<p>Immediate referral to Deputy Principal.</p> <p>Where appropriate, complete Record of Concern or iSAMS – Create Discipline entry (Kensington) or Behaviour log (Hampstead).</p>	<p>Low-level persistent disruptive behaviour fails to improve/high-level disruptive behaviour eg</p> <ul style="list-style-type: none"> ● throwing objects with intent to cause damage or harm ● persistent refusal to comply with instructions from a member of staff ● evidence of bullying or intimidating behaviour ● minor breach of School Acceptable Use Policy, eg using another student's log in details
<p>Immediate referral to Principal.</p> <p>Complete Record of Concern or iSAMS – Create Discipline entry (Kensington) or Behaviour log (Hampstead).</p>	<p>Continued high-level disruptive behaviour/one-off serious incident eg</p> <ul style="list-style-type: none"> ● repeated evidence of bullying or persistently intimidating behaviour ● deliberately injuring another student ● swearing at or threatening a member of staff ● vandalism/deliberately damaging or defacing school property ● racist behaviour ● theft ● throwing furniture

	<ul style="list-style-type: none">• serious breach of school Acceptable Use Policy eg, sending threatening or offensive messages, accessing inappropriate websites, downloading inappropriate material• any act of criminality
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