

1. RATIONALE (from the College Statement of Vision and Values)

Our vision is to be an excellent school; we promote and expect the highest standards of student behaviour, in order that high quality learning can take place and so that all students can feel happy coming to school.

Hampton College will have a positive ethos which emphasises respect, responsibility and participation; we will place a high emphasis on establishing positive relationships with students, based on honesty and fairness; everyone will be expected to behave with courtesy and good manners. At our secondary phase we embrace our school's Vision and Values statements and at our primary phase there is a great emphasis on the PROUD values, which is the primary approach to our school Vision and Values.

At both phases, we will employ a range of Rewards and Sanctions in the management of student behaviour; these are reviewed regularly and published to students and parents. Our Rewards and Sanctions will reflect and reinforce the ethos of Hampton College.

Bullying is not tolerated and we will make this clear to all students each year. We will use a number of strategies to combat bullying, including the use of peer mentors, contracts of behaviour, social skills interventions, friendship circles and the use of 'restorative justice' (enabling those exhibiting bullying behaviours to understand why the behaviour was so serious and to enable him/her to try to make amends to the victim). We will also work with parents to ensure that any concerns raised are addressed in a timely manner and appropriate support is provided for students where necessary.

2. CONSULTATION

This policy is reviewed by the Full Governing Body.

3. ROLES AND RESPONSIBILITIES

3.1. The Heads of School, at both phases, will have responsibility for ensuring this policy is implemented and for reporting to governors on its impact.

Each Head of School is responsible for any exclusions from school and for informing parents, the local authority and governors in accordance with DFE regulations.

3.2. Staff, parents and students all have a role to play in ensuring positive behaviour at Hampton College.

3.2.1. Staff have a responsibility to:

- model the attendance, punctuality and behaviour expected from students;
- treat students and parents/carers with respect;
- ensure good quality teaching and to promote an enjoyable, engaging and stimulating classroom experience;
- keep students safe from bullying or harassment in any form;
- help ensure a quiet, calm atmosphere in the classroom and around the College;
- support the provision of a clean and pleasant working environment;
- apply rewards and sanctions in a prompt, fair, transparent and consistent manner, without discrimination and by following the Classroom Code;

- take responsibility for developing their skills in managing behaviour.

3.2.2. Students have a responsibility to:

- treat all members of the school and the wider community with respect;
- take responsibility for their own learning in school and at home and to aspire to reach their potential;
- behave in a considerate and thoughtful way in lessons, around school and in the wider community, at all times;
- maintain high standards of appearance, in accordance with the College's Uniform Policy;
- attend school regularly and punctually;
- respect the College environment.

3.2.3. Parents have a responsibility to:

- ensure their child attends regularly, punctually, equipped for school and in accordance with the College's Uniform Policy;
- reinforce messages regarding expectations of good behaviour, conduct and discipline and to support the College in preventing repetition of unwanted behaviours;
- reward personal achievement and good behaviour;
- attend meetings and events at the College that support learning and ethos.

3.2.4. Governors have a responsibility to:

- ensure that the College's Student Behaviour Policy (and related policies) are not discriminatory, are communicated to all relevant stakeholders and are effective in supporting good teaching and learning;
- listen to the views of students, parents and staff in keeping the policy under review and when making amendments;
- set the ethos, aims and values of the College.

4. REWARDS AND SANCTIONS

4.1. Equality

The law expects schools to take into account a student's individual circumstances and to avoid discrimination on any grounds. For example, the Disability Discrimination Act 1995 and the Equality Act 2010 create a duty to take reasonable steps to ensure that disabled students are not placed at a substantial disadvantage in comparison with students who are not disabled; this imposes a duty to make 'reasonable adjustments'.

Hampton College strives to apply rewards and sanctions fairly and consistently, believing that this approach reflects true equality. However, adjustments may be made if a student's disability limits their understanding of the consequence of his or her actions or if staff feel that the student's safety may be compromised.

4.2. Rewards

Fundamental to the maintenance of a positive ethos at Hampton College is the consistent use of a rewards system, which identifies and celebrates a wide range of achievement, including contribution to school life. Research has demonstrated that sanctions and punishment alone will not have the desired effect of promoting good behaviour and conduct.

At secondary phase, through verbal acknowledgement of success, Positive Bromcom points, postcards, Head's commendations, celebration assemblies and other rewards, such as Tea on the Terrace, the College will seek to include all those deserving of praise and so improve their motivation and engagement. Rewards achieved by students contribute to the inter-house behaviour trophy.

At primary phase, through verbal praise and recognition, use of stickers and stampers, Head of School awards, use of PROUD points, postcards home and informal good news discussions with parents, celebration assemblies and other rewards, the College will seek to include all those deserving of praise and so improve their motivation and engagement.

4.3. Sanctions

The College will seek to modify behaviour through a variety of means, such as praise and celebration and communication of its values. However, there will be occasions when the College will be required to apply sanctions to improve behaviour and reinforce with students the importance of their own good conduct, the right of other students to learn and the right of teachers to teach.

Strategies used by staff at Hampton College include: verbal reprimand and discussion; negative Bromcom points; phone call home; detention (in school hours); College detention (afterschool); removal from lessons; discussions with parents; internal exclusion; tuition; fixed-term and permanent exclusion.

Sanctions applied at the Primary Phase will include use of the traffic light system, which is consistent across the phase; verbal reprimand and discussion; time out of the classroom; time out with another teacher; referral to key stage leaders or Core SLT members (Head of School, Deputy Head of School or Assistant Head of School); discussion with parents; internal exclusion; fixed-term and permanent exclusion.

The Rewards and Sanctions Documents (Secondary and Primary) provide more detail on how rewards and sanctions are applied. This document is updated annually and is regularly discussed and shared with staff, students and parents.

4.3.1. Detentions (secondary phase only)

- Detentions can be set by any member of staff, with responsibility for supervising students.
- Whole-class detentions are rarely considered appropriate.
- Although parental consent is not required for detentions, Hampton College seeks to work with parents to bring about a change in behaviour and would hope that any sanction put in place is supported at home.
- A student in lunchtime detention must have reasonable time to eat, drink and go to the toilet.
- The school will ensure that an after-school detention is reasonable and that student safety is not compromised. Parents will be informed if their child is to be placed in College detention and a student will not be kept for any longer than 10 minutes (without parents being notified) at the end of the day.

4.3.2. Confiscations

Under the terms of the College's Code of Conduct and the law, students are prohibited from bringing onto the school site, or having in their possession when in College uniform or an organised school visits (residential/non-residential) various items and goods.

Legally prohibited items are as follows: illegal drugs; alcohol; weapons; knives and other dangerous items inappropriate for school and likely to cause harm to others; stolen items; cigarettes, tobacco or e-cigarettes.

In addition, the school does not allow the following items as they are not considered to be conducive to effective teaching and learning and the maintenance of good discipline: quantities of food and drink for distribution and self-profit; material of a racist, sexist/sexual or homophobic nature; aerosols and inappropriate clothing or jewellery.

Unless there has been a specific agreement with a member of staff teaching a student in a GCSE subject, mobile phones, iPods, MP3 players and cameras are not be used in school. These items will be confiscated if they are seen.

(Confiscations are usually returned to the student at the end of school day; parents may be asked to collect electrical equipment or items that are not handed over in line with the Partnership Code.)

4.3.3. Confiscations of prohibited items - key points:

There are two sets of legal provisions which enable school staff to confiscate items from students:

- The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives must always be handed over to the Police.

5. Malicious Accusations Against School Staff

Hampton College will investigate any accusation, made by a student, against a member of staff. Where the accusation is found to be malicious, the student is likely to receive a very serious sanction such as fixed term or permanent exclusion.

6. Support for Behaviour Improvement

Whilst the behaviour of the vast majority of students is excellent, there are some students, who for various reasons, disrupt learning and can be challenging around school. Hampton College is committed to trying to modify this poor behaviour and to enable students to make positive choices in terms of their conduct and learning. Where the behaviour of students gives rise to concern, students may be placed on various types of report to help support improvement and to enable effective monitoring. Details of the types of report used by Hampton College can be found in the Rewards and Sanctions documents.

Each month, the behaviour of individual students is monitored carefully and students will be identified according to their level of need. Where necessary, support plans will be put in place to help students improve, with parents invited into school to help formulate the plan.

7. Behaviour Beyond the School Gates

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives the Head Teacher a specific statutory power to regulate a student's behaviour in these circumstances 'to such extent as is reasonable'.

A student may be disciplined for any misbehaviour when:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- they are identifiable as a student at the school by other means;

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public;
- undermines the authority and position of a member of staff.

8. Monitoring and Evaluation

The Governing Body will evaluate the impact of this policy by receiving data from the Heads of School, analysed by year group, ethnicity and gender on:

- fixed term and permanent exclusions (including reasons);
- trends in the numbers of identified rewards and sanctions.

9. Additional Documentation

- College Code
- Anti-bullying Policy
- Rewards and Sanctions
- Equal Opportunities Policy
- Drugs Policy
- Home School Agreement
- Primary phase behaviour documents

Policy review

This policy is reviewed every year, or sooner if there are statutory guidance updates.

APPROVED BY GOVERNORS:

.....
SIGNATURE

.....
NAME

.....
DATE

Appendix A - Classroom Code (secondary phase only)

Hampton College believes that all students have a right to learn, and all teachers have a right to teach, free from disruption by others. To support this, we have a Classroom Code, based on “Chances and Consequences”. Students who are exhibiting behaviour that presents a barrier to learning for themselves or others will be given chances to change that behaviour, with escalating consequences if they do not take those chances. This code will be applied to the vast majority of classroom behaviours, although in serious or dangerous situations, staff may escalate straight to C4, the removal of a student from the classroom, in order to ensure safety and order

<p>Student off task, not working or causing disruption</p>	<p>Behaviour management techniques applied. Identify the problem behaviour to the student and make it clear that if the behaviour continues, sanctions will be issued.</p>	<p>Nothing needs adding at this stage.</p>
<p>C1 Continued low level disruptions</p>	<p>Speak to student, explaining that problem behaviour has continued and that a C1 has now been issued.</p> <p>Tell student this has to stop or a detention (C2) will be issued.</p>	<p>Log C1 on Bromcom.</p>
<p>C2 Teacher restorative</p>	<p>Movement of seat in class or two min time to cool outside of lesson.</p> <p><i>Bad language or inappropriate comment goes straight to C2.</i></p>	<p>Log C2 on Bromcom and arrange restorative time.</p>
<p>C3 Department exit</p>	<p>Failure to change behaviour following C1, C2 and seat move/thinking time.</p>	<p><i>Log C3 on Bromcom and email teacher in exit room. 20 minute lunch detention triggered.</i></p>
<p>C4 Red card</p>	<p>Poor behaviour in the exit room or refusal to attend exit room. Dangerous behaviour (follow up may result in further sanctions). Swearing at member of staff/serious incident.</p>	<p>Log C4 on Bromcom.</p> <p><i>Email Student Services. 45 minute after-school detention.</i></p>



The Partnership Code

Confiscations

This code applies both inside and outside lessons

You are challenged over an item that is not permitted (typically a phone, headphones, hoodie etc.)

Do you comply?

YES

Item confiscated and returned from Student Services at 3.10pm (provided not dangerous or prohibited item)

NO FURTHER CONSEQUENCES

NO

Staff will give you a clear chance to change your mind.

Item confiscated and returned at 3.10pm

Still not complying

P1 WARNING

Still not complying

Referred to on-call staff who will confiscate item, returned at 3.10pm

P2 ISSUED—30 MINUTES AFTER SCHOOL

Still not complying


Referred to SLT who will confiscate item and return to parents

P3 ISSUED—INTERNAL EXCLUSION

Still not complying

P4 ISSUED—EXTERNAL EXCLUSION

Appendix C - Primary Phase Rewards and Consequences

It's good to be green! PROUD VALUES		Daily	Weekly	Half-Termly	Yearly
 <p>YELLOW Behaviours</p> <p>Interrupting the teacher Distracting others Disrupting the learning of the class Calling out/talking/being overly noisy Moving around without permission Being unkind to others/name calling Not completing work to satisfactory standard</p>	<p>Daily</p> <p>PROUD points - 10 a week to achieve 30 minutes PROUD time. Well Done postcard home PROUD value stickers - 3 or 4 a day</p>	<p>Weekly</p> <p>PROUD house point total in assembly PROUD Time Head of School Award WOW awards Pen license certificates Special recognition certificates Move to Yellow</p>	<p>Half-Termly</p> <p>PROUD house treat PROUD house point certificates given out at intervals of 100</p>	<p>Yearly</p> <p>100% Attendance certificates House winner for the year Special Recognition awards for individuals in class</p>	
	<p>1. Warnings given</p> <p>Child is prompted discretely to 'turn their behaviour around' (non-verbal or verbal) Supportive action to support behaviour may be used, e.g. moved within class. <i>* If a child has been hurt deliberately then both the parents of the aggressor and the victim must be informed</i></p>	<p>2. Warnings given</p> <p>Child is prompted discretely to 'turn their behaviour around' (non-verbal or verbal) Supportive action to support behaviour may be used, e.g. moved within class.</p>	<p>5 minutes of play/lunchtime missed A conversation with the class teacher Teacher logs on class conduct record</p>	<p>Move to Amber</p> <p>10 minutes of play/lunchtime missed 10 minutes in partner class to complete Think Sheet Teacher logs on class conduct record Think Sheet completed</p>	
<p>Amber Behaviours</p> <p>Refusing to follow instructions Bringing in banned items from home Rough play/play fighting Leaving the classroom without permission Lying Refusing to enter classroom Hurting someone on purpose * Throwing food Damaging/throwing school property Deliberately spitting Swearing Being rude to staff/back chat</p>	<p>RED Behaviours</p> <p>Stealing Intimidating/threatening others verbally or physically Fighting or causing serious/ deliberate harm Abusive language Bullying Vandalism to school property Prejudicial incidents - racism, homophobia, relating to disability Criminal damage Physical assault on a member of staff Leaving school without permission Unsafe behavior Persistent refusal</p>	<p>Move to Red</p> <p>Reported to Team Leader Logged on BROMCOM conduct record Parental contact made to inform of incident. Behaviour incident form completed. Playtime/lunchtime missed Think Sheet completed 15 minutes of PROUD time lost</p>	<p>2nd Red</p> <p>Reported to CORE SLT - PRJ/MJS/LJT Logged on BROMCOM conduct record All PROUD time lost Parental contact made to inform of incident. Possible outcomes: Internal seclusion External seclusion unit (1 day) (KS2 only) Fixed Term Exclusion Behaviour Contract/Report Behaviour Management/Pastoral Support Plan SENCO involvement</p>	<p>Staff will use their discretion to decide whether or not giving a warning is appropriate</p>	