

theHammond

BEHAVIOUR MANAGEMENT POLICY

2023 - 2024

RATIONALE

This policy applies to all pupils and students in both School and College (Years 7-14).

The 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 website or, by request, from the school office; telephone number, 01244 305350 or email info@thehammond.co.uk.

Through the operation of this policy, we seek to encourage Pupils/Students to adopt the highest standards of behaviour, principles and moral standards. The aim of the policy is to:

- Clarify our principles around managing behaviour
- Promote good behaviour, self-discipline and respect
- Support a professional approach to work ethics
- Suggest a range of rewards and sanctions to promote high standards
- To inform Pupils/Students about what is acceptable and what is not

RELATED POLICIES

This policy should be read in conjunction with a range of Hammond policies. These include our:

Anti Bullying Policy
Behaviour and Expectations Policies
Boarding Behaviour Policy
Boarding Handbook
Code of Conduct Policy
Diversity and Inclusion Policy
Healthy and Harmful Sexual Behaviours Policy
Internet Filtering Policy
Internet Safety (Boarding) Policy
Mobile Devices Policy
Out of Bounds Policies
Physical Restraint Policy
PSHE and RSE Policy
Search Policy

INTRODUCTION

We believe that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious young people, who are motivated to become life-long Pupils/Students. We develop qualities of teamwork and leadership through the whole school curriculum including our extensive programme of extra-curricular activities and PSHE & RSE programme.

We welcome young people from a wide variety of ethnic and social backgrounds and faiths, treating everyone as an individual.

BEHAVIOUR PRINCIPLES

Corporal Punishment

The Hammond abides by and complies with the ban on corporal punishment (section 548 of the Education Act 1996 as amended by section 131, School Standards and Framework Act 1998). This prohibition includes the administration of corporal punishment to a Pupil/Student during any activity, whether or not within school premises. The prohibition applies to all members of staff. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. Teachers may use physical intervention to avert an immediate danger of personal injury to, or an immediate threat to the property of, a person (including the child).

Focus

To achieve our goals, The Hammond aims to:

- Make every member of the community feel valued and respected, and for each person to be treated fairly;
- See all pupils/students, irrespective of race, gender, ability or background, are treated equally. Cultural differences will be respected even if they impinge on behavioural expectations;
- Have staff, pupils/students and parents working collectively to allow children to grow socially, personally and academically;
- Create a calm, safe, and secure, purposeful and happy atmosphere around the campus and boarding houses, to promote positive behaviour choices, respect and self-discipline;
- Foster positive caring attitudes towards everyone and the prevention of bullying;
- Acknowledge and value achievements at all levels;
- Encourage increasing independence and self-discipline so that each pupil/student learns to accept responsibility for their own behaviour;
- Maintain a consistent approach to behaviour management throughout the school;
- Clarify the boundaries of acceptable behaviour;
- Raise awareness of appropriate behaviour;

- Help pupils/students, staff and parents have a sense of direction and feeling of common purpose;
- Assist staff to remain updated of national directives regarding behaviour management;
- Provide additional programmes for Pupils/Students moving between key stages so that they are aware of expected behaviours within each stage.

Equality & Diversity

The Hammond is compliant with The Equality Act 2010. This is achieved by:

- Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Promoting and fostering good relations and respectful behaviour and attitudes between people who share a protected characteristic, as listed in Section 4 of the Equality Act 2010, and people who do not share it; and by ensuring that the following characteristics are protected and considered in all behaviour management documentation:
 - ~ Age
 - ~ Disability
 - ~ Gender reassignment
 - ~ Marriage and civil partnership
 - ~ Pregnancy and maternity
 - ~ Race
 - ~ Religion or belief
 - ~ Sex
 - ~ Sexual orientation
- Providing specialised support for pupils/students with specific needs who may require different strategies providing reasonable adjustments to the academic and vocational curricula as appropriate;
- Creating, and continually reviewing, an Accessibility Plan to ensure all are included and can access the school's curriculum, including ongoing improvements of the school environment for the purposes of increasing the extent to which disabled Pupils/Students are able to take advantage of education and benefits, facilities or services.

Staff Responsibilities

At The Hammond, all staff have a responsibility to:

- Provide strong leadership and be good role models;
- Read, and be questioned on, the Behaviour Management Policy; should misunderstanding be identified, seek pastoral support to ensure clarity and consistency;
- Raise pupil/student' self-esteem and so develop their full potential;
- Use language for learning that is considered, encouraging, and positive in nature, and not likely to trigger any upset or emotional distress;

- Provide a challenging, interesting and relevant curriculum in well-managed classrooms and studios;
- Take responsibility for effective behaviour management in the first instance;
- Record positive and negative choices through Class Charts and **not** write the names of pupils/students publicly in the classroom as a deterrent for poor choices;
- Create a safe and pleasant environment, physically and emotionally;
- Use rewards and sanctions clearly and consistently;
- Form good relationships with parents so that pupils/students can see that the key adults in their lives share a common aim;
- Undertake regular training to remain informed of new initiatives in this area.

Staff must remember that they are a 'role model'. They should set high standards of behaviour at all times. Allegations of bullying, whether teacher on teacher or teacher on Pupil/Student will be treated in the same way as allegations of bullying child on child (see Anti-Bullying policy).

Parental Responsibilities

To facilitate a collaborative approach, parents are asked to:

- Make their children aware of appropriate behaviour in all situations;
- Encourage independence and self-discipline;
- Be interested in all that their child does in School or College, and related activities;
- Foster good relationships with Hammond staff;
- Support the school in the implementation of this policy;
- Be aware of the school rules and expectations.

Pupil/Student Responsibilities

To further facilitate a collaborative approach, pupils/students are asked to:

- Uphold The Hammond values of learn, perform, aspire;
- Behave responsibly and courteously at all times;
- Follow the Code of Conduct and the Pupil/Student Handbook agreed between pupils/students and staff;
- Undertake the role of Student Leader, if appointed, sensitivity and respect and 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 the Pupils/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 by adhering to the following:

- Unsociable behaviour is discouraged;
- Pupils/students are encouraged to take responsibility for their own actions and behaviour;
- Good behaviour is praised and rewarded, both privately and publicly, and use of Class Charts is made to record this;
- There is an emphasis on encouraging and motivating Pupils/Students through positive feedback, descriptive praise and giving attention for success, not failure;
- Pupils/Students are kept engaged and challenged through appropriate and meaningful work;
- Respect for individuals is fostered, regardless of culture, choices or background;
- Rules and sanctions are used clearly and consistently;
- Pupils/Students' self-esteem is raised by communicating a sense of individual importance, ensuring that all Pupils/Students have a sense of their own success and maximising opportunities to take responsibility for their own behaviour;
- Any malicious allegations, regarding staff behaviour, will be disciplined accordingly and parents included in this process;
- As required, the principal, or senior pastoral staff, will liaise with external agencies;
- Every effort is made to ensure a Pupils/Students' transition at any point of entry 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 to 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 to transition, in order to prepare both Pupils/Students and parents for the expectations of the school, whilst supporting behaviour management by fostering positive initial experiences in the following ways:

- Year 6 to Year 7 transition is supported by:
 - ~ Online parental meetings (Zoom) which Pupils/Students are welcome to attend;
 - ~ Where possible and practical, primary school visits may be undertaken by a member of the pastoral team (note: many Pupils/Students arrive from schools across the country or abroad);

- ~ Information is gathered from parents and previous schools regarding and particular needs (e.g., academics, SEND, friendships, and safeguarding)
- ~ Providing an Experience Day in June or July for all Pupils/Students new to The Hammond, in the following academic year, to provide an overview of routines and expectations.

Transition content:

Key actions, activities and information that we aim to provide prospective Pupils/Students and families with around transition include:

- Tasting a range of subjects taught by Hammond staff;
- A visit to the boarding houses to meet key boarding staff;
- A handbook outlining key information and procedures;
- Allocation to a tutor group to allow the Form Tutor to foster links with both Pupils/Students and parents;
- An extended form period is provided at the start term to disseminate key information to Pupils/Students;
- Baseline testing and CATs are conducted to inform teaching and learning;
- New Pupils/Students, and parents, are invited to a Parents' Tea in September to acknowledge the first exeat weekend and build relationships between home and school;
- Year 7 Pupils/Students attend a team building, outdoor activity weekend in October;
- Progress is monitored at a weekly Pastoral Meeting with senior pastoral staff.

Bullying/Child on child Abuse

The Hammond takes issues around bullying extremely seriously and will deal with any such issues using the full possible range of sanctions, up to and including permanent exclusion. Bullying, and The Hammond's approach to creating a safe environment for all Pupils/Students, is discussed fully in our Anti-Bullying Policy.

All staff should be clear as to policy and procedures with regards to child on child abuse and the important role they have to play in preventing it, and responding where they believe a child may be at risk from it. We recognise that children are vulnerable to abuse from their peers and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of 'banter' or 'growing up'.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. All staff are expected to challenge this inappropriate behaviour, setting an atmosphere of zero tolerance. In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. We recognise that child on child abuse can manifest itself in many ways.

BEHAVIOUR GUIDANCE FOR STAFF

There should be a whole-staff approach, including boarding, towards the management of behaviour. To facilitate this, all Pupils/Students are issued with a Pupil/Student induction booklet that outlines school rules, expectations of behaviour, and The Hammond's Code of Conduct. The Hammond uses a whole community behaviour monitoring system called 'Class Charts', and this enables senior staff to monitor, in real time, positive and negative choices made by our Pupils/Students.

Classroom behaviour:

Class teachers take responsibility for in-class behaviour management. For Example, poor behaviour in a science lesson would be dealt with by the science teacher (or member of staff on cover) following the behaviour system outlined below. Persistent poor behaviour in the same class would then result in the teacher referring the Pupil/Student to the relevant Head of Department (HOD). The HOD would then meet with the Pupil/Student for a strategy meeting to create a behaviour strategy agreement. If behaviour choices continue to be a concern, the matter should be referred to the Vice Principal (Director of Teaching & Learning)

Out of class behaviour:

All staff are responsible for maintaining good standards of behaviour around school and challenging poor behaviour choices. Staff should issue sanctions, if necessary, and follow up by recording on Class Charts.

Form Tutors are then responsible for monitoring out of classroom behaviour in liaison with boarding staff if necessary. Form tutors would then hold a strategy meeting with the Pupil/Student, if negative choices continued, in order to create a behaviour strategy agreement. If behaviour choices continue to be a concern, the matter should be referred to the relevant Pastoral Support Officer (School or College) and, in extreme cases, to the Vice Principal (Director of Student Support)

Boarding behaviour:

All boarding staff are responsible for maintaining good standards of behaviour in the boarding houses and on boarding activities. They should challenge poor behaviour choices and can issue sanctions, if necessary, and follow up by recording on Class Charts and the boarding duty logs. Further details are in the Boarding Behaviour Management Policy.

Boarding Pastoral Leads are then responsible for monitoring boarding behaviour and they should hold a strategy meeting with the Pupil/Student, if negative choices continue, in order to create a behaviour strategy agreement. If behaviour choices continue to be a concern, the matter should be referred to the Head of Boarding and, in extreme cases to the Vice Principal (Director of Student Support)

Pupils/Students will be offered support at all times to help them make positive choices within the bounds of school expectations.

Senior Pastoral Staff

Currently, the following staff have senior pastoral responsibility:

Head of Student Support

Jamie Morris

Head of Boarding

Catherine Broadhurst

Pastoral Leader

Emma Coupe

Pastoral Assistants

Hannah Curtis and Lucia Martin

BEHAVIOUR MANAGEMENT PROTOCOLS

It is recognised that boarders should have a different set of behaviour management protocols, including sanctions, than those operated in School or College. This is to promote the 'home from home' experience in boarding. Therefore, there are two sets of protocols for staff to follow however there may be times when contextual circumstances require reference to both.

BOARDING PROTOCOLS

These are set out in the separate Boarding Behaviour Management Policy

SCHOOL/COLLEGE PROTOCOLS

POSITIVE CHOICES

The Hammond's values of perform, learn, and aspire lie central to behaviour management and feed into an approach which aims to be professional and positive at all times. All systems and processes are designed to encourage and support Pupils/Students and to keep parents informed of progress.

At The Hammond, any member of staff may acknowledge a positive behaviour choice by recording such actions as a merit on Class Charts. Merits are given to reward progress, good work and for responsible and thoughtful behaviour.

It is the Form Tutor's responsibility to monitor Pupils/Students' progress on Class Charts. Certificates are awarded to the Pupils/Students and parents are informed. There are 6 possible awards each requiring 25 merits to achieve:

- 25 Bronze Award
- 50 Silver Award
- 75 Gold Award
- 100 Platinum Award
- 125 Principal's Award
- 150 Directors' Award

Suggested reasons for awarding a merit

Merits should be rewarded for any action deemed to uphold The Hammond's core values. This could include, but is not limited to:

Learn:

- Exceptional work or contribution
- Going above and beyond
- Practicing:
 - I. ☐ Listening skills
 - II. ☐ Co-operation
 - III. ☐ Making healthy choices
 - IV. ☐ Kindness
 - V. ☐ problem-solving skills
- Embracing a Growth Mindset, showing resilience and self-confidence
- Utilising higher-order thinking skills
- Nurturing the skills of others

Perform:

- Developing interpersonal skills and working well as part of a company
- Showing creativity and confidence
- Working with others in the spirit of partnership and collaboration
- Good attendance, punctuality, and self-care
- Professionalism

Aspire:

- Showing good leadership
- Demonstrating a thirst for knowledge and professional exploration
- Evidence of:
 - ☐ Creativity
 - ☐ Enlightenment and curiosity,
 - ☐ Risk taking
 - ☐ Critical thinking
 - ☐ Respect for oneself and others
- Kind, considerate, responsible or helpful behaviour
- Charity work

Other ways to reward positive behaviour choices

Rewarding good behaviour is not just limited to Class Charts. There are many inventive approaches adopted by staff according to the age and stage of the Pupils/Students concerned. These include, but are not limited to:

- Verbal praise
- Written praise in books and on reports
- Positive messages sent home
- Prizes
- Featuring on social media
- Recognition in assembly
- Commendation meeting with the Principal

NEGATIVE CHOICES

It is acknowledged that Pupils/Students will sometimes display negative behaviour choices. These are given on a case-by-case basis to reflect the contextualised approach at The Hammond. Staff always remember that poor behaviour can be indicative of the need for additional intervention and support alongside acknowledgement of the transgression itself. A range of approaches may be appropriate and all negative choices should be recorded on Class Charts.

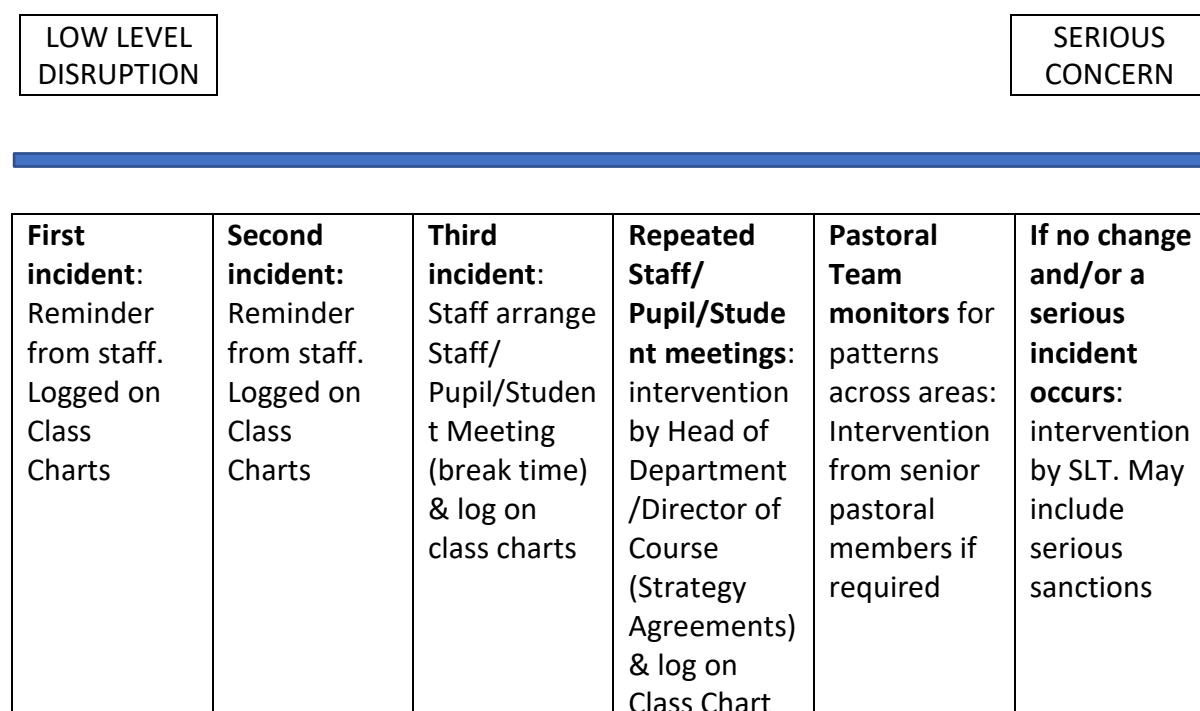
It will be noted that there are far fewer choices than there were for positives merits. This is deliberate. Staff should not issue 'reds' as a sanction, Class Charts is to record actions for negative behaviour. For this reason, the choices are chosen to display that poor behaviour was acted upon and a sanction applied if appropriate.

Please note:

All instances of negative choice behaviour must be logged on Class Charts. This enables pastoral and department staff to monitor patterns of behaviour.

Continuum of intervention

The following diagram is designed to show how poor behaviour should be managed. However, it should be noted that the severity of the incident may allow for intervention at any point of the continuum. For example, three incidents may not be required before a Staff/Pupil/Student Meeting is arranged:



Monitoring of behaviour

When there is a concern of persistent, negative behaviour choices, a Pupil/Student may be required to carry a Report Card to all classes. This will facilitate the collection of evidence allowing identification of patterns or flashpoints. Importantly, it also provides an opportunity for positive feedback when comments are encouraging.

NEGATIVE BEHAVIOUR EXAMPLES

Negative behaviour choices will always be treated contextually but this table highlights some of the sanctions available to staff:

LEVEL	BEHAVIOUR
LOW	<ul style="list-style-type: none"> • Lateness • Incorrect uniform or dress code expectations • Rudeness • Not completing homework • Low level disruption • Inappropriate use of mobile phone • Noncompliance with classroom expectations or studio etiquette
MEDIUM	<ul style="list-style-type: none"> • Repeated low level negative behaviour • Challenging or defiant behaviour • Missing or leaving lessons without permission • Swearing • Vandalism (low level) • Bullying • Cheating/plagiarism • Defacing school property • Intentional damage to the property of others
HIGH	<ul style="list-style-type: none"> • Persistent medium level disruptive behaviour • Peer on Peer Abuse • Persistent truanting • Vandalism (serious) • Verbal assault • Intimidation of others

	<ul style="list-style-type: none"> • Possession or use of Tabacco, drugs or alcohol, vaping device • Accessing pornographic material • Theft • Offensive graffiti • Bringing The Hammond into disrepute
EXTREME	<ul style="list-style-type: none"> • Persistent disruptive behaviour • Actions that endanger others • Physical or sexual assault • Possession of an offensive weapon • Criminality

ARRANGEMENTS FOR SANCTIONS:

Break & Lunchtime Detentions

Staff/Leaner Meetings will take place at a time and place arranged by the member of staff. Parents do not need to be contacted for permission.

Vocational Time Detentions

These will take place in a location arranged by the member of staff supervising. Vocational Staff will need informing of absence for class
Parents will need informing (see chart above)

Detentions after normal finishing time

These will take place in a location arranged by the member of staff supervising. Parents will need informing (see chart above) – parents of day Pupils/Students must be given a minimum of 24 hours' notice

Fixed Term or Permanent Exclusion

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

APPENDIX 1 - Pupil/Student Strategy

Agreement EXAMPLE



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

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

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

Please discuss your behaviour choices with:	
Location and time:	

APPENDIX 2 – Behaviour Guidance (possible activities for detention)



Behaviour Guidance

You have been issued a detention because of negative behaviour choices you have made.

The purpose of this detention is for you to consider your actions and to understand how negative choices impact on you and other members of the school.

You will not be asked to complete unfinished work in this detention; you will be expected to complete any unfinished work in your own time and to a standard deemed appropriate to your teachers.

Please choose one or more of the behaviour guidance tasks below and complete in silence.

At the end of the detention, you should present this work to the teacher.

Please take this opportunity to reconsider your actions and think carefully when making choices about your behaviour.

BEHAVIOUR GUIDANCE TASKS:

- Write an explanation of how your choices have resulted in this detention
- Write an explanation of how you will try to avoid making the same negative choices in the future
- Explain why schools must have clear and consistent rules
- Explain why rules are so important to society
- Explain why it is important to listen and follow the advice of your teachers
- Explain what you can learn from this situation
- If you could go back in time to one day before you made this negative choice, what advice would you give yourself and why?
- Explain the role you can play in ensuring our school is a happy, functioning and positive experience for all Pupils/Students and staff
- Explain why it is important to be honest when we make negative choices and make mistakes
- Explain why it is important to be respectful towards all people and all property

Policy Details

This Page Should Not Be Published

Document Owner:	J ROSCOE
Document Input:	SLT
Document Sources:	DFE
First Created Date:	JULY 2022
Last Update Date:	AUGUST 2023
File Location of Original Policy:	SHAREPOINT

Approver	SAFEGUARDING SC
Role	BOARD OF DIRECTORS
Last Approval Date	AUGUST 2023
Next Review Date	AUGUST 2024

THE HAMMOND SCHOOL LTD., MANNINGS LANE, CHESTER, CH2 4ES

Telephone: 01244 305350 | Web: www.thehammondschool.co.uk | Email: contact@thehammondschool.co.uk