



# St Hilda's School

HARPENDEN

*Caring, Curious & Confident*

## BEHAVIOUR MANAGEMENT POLICY

|                                |   |
|--------------------------------|---|
| Name of Policy                 | Behaviour Management Policy   |
| Reviewed by                    | Dan Sayers<br>Jan Radgman   |
| Review Date                    | March 2025  |
| Next Review Date               | July 2026   |
| To be Read in Conjunction with | <ul style="list-style-type: none"> <li>• Safeguarding (Child Protection) Policy</li> <li>• Missing Child Policy.</li> <li>• Attendance Policy.</li> <li>• Complaints Policy</li> </ul>  |
| Legislation Referenced         | <ul style="list-style-type: none"> <li>• Education and Inspections Act 2006 (Chapter 7 No. 93)</li> <li>• Searching, Screening and Confiscation – Advice for schools July 2022</li> <li>• Behaviour in Schools – Advice for headteachers and school staff January 2022</li> <li>• Equality Act 2010</li> <li>• Children and Families Act 2014</li> <li>• Keeping Children Safe in Education 2025</li> </ul> |

Unless otherwise stated, all Policies of St Hilda's School apply to the school in its entirety. This comprises all staff and pupils in the Early Years Foundation Stage (EYFS), the Junior School (Key Stage 1) and the Senior School (Key Stage 2).

# CONTENTS

1. INTRODUCTION
  - 1.1 Aims
2. CODE OF CONDUCT
3. INVOLVEMENT OF PARENTS AND GUARDIANS
4. UNEXPLAINED ABSENCES
5. INVOLVEMENT OF PUPILS
6. PROMOTING GOOD BEHAVIOUR AND VALUES
7. SANCTIONS
  - 7.1 Serious Misbehaviour
  - 7.2 Appeals
8. SEARCHES
  - 8.1 Contextual Safeguarding
9. PREVENTION
10. MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE
11. USE OF REASONABLE FORCE
12. TEACHING AND LEARNING
13. COMPLAINTS
14. MONITORING AND REVIEW

## **1. INTRODUCTION**

### **1.1 Aims of Policy**

At St Hilda's School, our community is based upon respect, good manners and integrity. We aim to:

- Encourage pupils to adopt the highest standards of behaviour, principles, and moral standards
- Respect the ethos of the School
- Promote the emotional well-being of all of our pupils
- Teach trust and mutual respect for everyone.
- Enable pupils to reach their full potential

We believe that good relations, good manners, and a calm, safe and supportive learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our curriculum and extensive programme of extra-curricular activities.

The School is an inclusive community. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all pupils in the School (including those in our Early Years Foundation Setting (EYFS)). Our designated staff member responsible for behaviour management in EYFS is Jan Radgman.

## **2. CODE OF CONDUCT**

The School's community of Governors, staff, parents, and pupils adhere to an established routine and code of conduct. This is issued to all pupils when they start their time at St Hilda's, and is displayed in each room of the school.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with dignity, kindness and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Preventing and Tackling Bullying Policy is on our website. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or in care.

The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND or disabilities.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below [up to and including suspension/exclusion].

### **3. INVOLVEMENT OF PARENTS AND GUARDIANS**

Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

### **4. UNEXPLAINED ABSENCES**

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Child Policy and Attendance Policy.

### **5. INVOLVEMENT OF PUPILS**

The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social, Health and Citizenship Education (PSHCE) lessons, project work, drama activities, stories and literature and via the School Council, which meets and changes regularly.

The School ensures that all new pupils are aware of the School's expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

### **6. PROMOTING GOOD BEHAVIOUR AND VALUES**

At the School we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements from our pupils through individual class systems devised by form teachers, and through the housepoint system.

Our values are celebrated throughout the school year in assembly. There are six values, one for each half term, chosen by the pupils. These are:

- Respect

- Kindness
- Fearlessness
- Positivity
- Independence
- Resilience

An integral part of all our practice is to support children to reflect on positive learning behaviours. Staff verbalise these reflections as a model for all children in order to enable them to be successful in their learning, and to reflect on each other's achievements. Assemblies are also used to recognise achievements, and Head's Gold Stickers are awarded each week to pupils who have shown exceptional endeavour, whether academically or socially.

The School upholds the whole-school approach to behaviour, teaching positive behaviour strategies by:

- Modelling positive relationships and interaction
- Having shared, consistent approach and language
- Using a restorative approach
- Acknowledging that positive experiences create positive feelings and in turn, positive behaviour

## **7. SANCTIONS**

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. At St Hilda's we have very high expectations of behaviour and our pupils show excellent behaviour each day. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy.

Examples of sanctions that are used in the School are followed in this order of severity:

- Verbal reprimand from a member of staff;
- Email communication to parents to advise of the misbehaviour and record kept on our MIS;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- Withdrawal of privileges such as Golden Time or similar;
- Withdrawal from a lesson (this should not be used as a punishment), school trip or team event;
- Suspension for a specified period, removal, or exclusion;

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Sanctions should be consistent and proportionate to the offence.

Teachers are responsible in the first instance for dealing with minor issues. Where necessary, these will be recorded on the MIS and shared with relevant staff. Repeated issues will be reported to parents.

More serious misdemeanours may lead to the withdrawal of privileges for a designated period, or result in the pupil working in isolation with a senior member of staff.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010.

### **7.1 Serious Misbehaviour**

All parents and pupils should be aware of more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Damage to property; and
- Persistent disruptive behaviour
- Parental behaviour

Serious sanctions in accordance with this Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

The School may be forced to exclude a pupil, or to require them to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding Policy. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School.

### **7.2 Appeals**

Parents are entitled to appeal to the Board of Governors against any exclusion. A letter stating the intention to appeal should be sent to the Chair of the Board of Governors and copied to the Headmaster. A hearing will be set up as quickly as possible, but usually within 10 term time working days.

**The Chair of the Board of Governors' decision is final.**

## **8. SEARCHES**

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. Head teachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. When exercising their powers, the

school must consider the age and needs of the pupil being searched. For further details please see <https://www.gov.uk/government/publications/searching-screening-and-confiscation> [This is still in force]

List of prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that has been, or is likely to be used, to commit an offence or that can cause personal injury to, or damage to property of, any person (including the pupil)
- Any article specified in regulations (tobacco, cigarette papers, fireworks etc)
- Mobile phones (if one is required for travel to and from school, it should be handed in to the school office upon arrival and collected at departure)

Depending on the prohibited item and its value, it can either be:

1. Returned to pupil (e.g. mobile phone at the end of the school day)
2. Destroyed if it safe to do so (e.g. alcohol, tobacco, cigarette papers, legal highs)
3. Referred to Police if illegal activity is involved (e.g. illegal drugs, weapons)

### **8.1 Contextual Safeguarding**

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

## **9. PREVENTION**

As a staff team, we recognise that planning an engaging and stimulating curriculum leads to highly motivated learners who are driven to achieve their potential resulting in a productive use of all learning time. We aim to prevent disruptive, difficult or dangerous behaviour by:

- planning an engaging, relevant and practical curriculum
- personalising the curriculum to suit the needs of all learners and enable all to succeed
- knowing our children well, anticipating triggers and getting involved before things go wrong
- using all opportunities to have positive interactions with children across the school
- teaching and developing empathy and self-regulation
- making sure every child has a voice and feels listened to through the use of restorative conversation questions
- having awareness and a reflective approach to the needs and strengths of individuals, for example, by strategically positioning or moving a child to a new space
- creating a positive learning environment
- offering verbal and non-verbal reminders of our expectations to children
- giving children specific, limited choices
- predicting and preventing escalation through Anxiety Mapping or other mapping tools as needed
- naming the behaviour not the child

## **10. MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE**

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with this Policy.

## **11. USE OF REASONABLE FORCE**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Headteacher immediately after they have needed to restrain a pupil physically.

In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

## **12. TEACHING AND LEARNING**

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

## **13. COMPLAINTS**

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. The School's Complaints Policy is on our website and sets out how parents can raise a formal complaint and how the School will handle it.

## **14. MONITORING AND REVIEW**

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

**This policy will be reviewed annually by the Senior Management Team, in line with the school's review schedule for policies.**

## APPENDIX 1

### Procedures for dealing with discipline at St Hilda’s School

At St Hilda’s School, we expect high standards of behaviour and an excellent attitude to learning. We reinforce our aims and values through regular assemblies and form times, together with class and school rewards in the form of house points, Head’s gold stickers and Head’s commendations. Where issues arise, the following graded system is in place and a mutual understanding of the consequences in relation to any poor behaviour.

| Level 1   | Level 2  | Level 3   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Excessive calling out in a lesson</li> <li>• Repeated running in building</li> <li>• Mobile phone not handed in</li> <li>• Refusal to comply with requests by staff</li> <li>• Repeated unkindness to other pupils</li> <li>• Lack of respect for personal and school property</li> <li>• Lack of honesty</li> </ul> | <ul style="list-style-type: none"> <li>• Persistent lack of effort in work</li> <li>• Consistent failure to hand in homework</li> <li>• Persistent disruption to lessons</li> <li>• Deliberate nastiness towards other pupils</li> <li>• Offensive behaviour including racism</li> <li>• Being disrespectful to adults</li> <li>• Persistent dishonesty</li> <li>• Continued lower-level misbehaviour despite previous Level 1 intervention</li> </ul> | <ul style="list-style-type: none"> <li>• Deliberate damage to school property</li> <li>• Physical aggression towards others</li> <li>• Refusal to cooperate in lessons, at break and lunch</li> <li>• Intimidating or bullying behaviour towards other children</li> <li>• Leaving school grounds without permission</li> <li>• Stealing</li> <li>• Accessing inappropriate websites</li> <li>• Cyberbullying</li> <li>• Putting health and safety of school community at risk</li> </ul> |

## APPENDIX 2

### Relevant statutory references.

Education and Inspections Act 2006 (Chapter 7 No. 93)

Searching , Screening and Confiscation – Advice for schools July 2022

Behaviour in Schools – Advice for headteachers and school staff January 2022

Equality Act 2010

Children and Families Act 2014

Current Keeping Children Safe in Education legislation and guidance in force.