



**HURLINGHAM  
SCHOOL  
AND NURSERY**

EST. 1947

**Promoting Positive Relationships and  
Supporting Behaviour Regulation Policy**

(was Behaviour, Rewards, Sanctions and Exclusions Policy until Sep 2024)

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage.

**Date of Review: September 2024**  
**Date of Next Review: by 31 May 2025**

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## 1. Introduction

The Principal and staff of Hurlingham School fully recognise the responsibilities and duty placed upon them to have arrangements to promote positive behaviour of all pupils at the school. All staff, including volunteers, have a full and active part to play in promoting this policy. The School pays due regard to the DfE guidance document *Behaviour in Schools (February 2024)* and fulfils its duties under the Equality Act (2010) including issues related to pupils with special educational needs and disabilities, for whom reasonable adjustments are made as appropriate.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Hurlingham School. It is a working document designed to enhance the development of positive relationships between children, adults working in our school, parents and other members of the wider school community. It is the result of consultation with pupils and staff. It reflects current practice within our school. Its fair and consistent implementation is the responsibility of all staff. Children (School Council) have contributed to the behaviour policy through their involvement in the development of the school's general rules, and will be asked to be involved again when reviewing the policy.

At Hurlingham we want to promote a more humanist, relational approach which is inclusive of all, and can benefit the whole school community.

## 2. Aims

The aim of Hurlingham School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. We aim to promote an environment where all feel happy, safe and secure. We have a number of "Golden Rules". The primary aim of this policy is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. We do not tolerate bullying (See *Anti-Bullying Policy* for further information).

## 3. Expectations

We:

- treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- support the way in which all members of our school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- provide encouragement and stimulation to all pupils.
- treat all children fairly and apply this policy in a consistent way.
- ensure that children are aware of our Code of Conduct: the 'Golden' rules, the School Creed and each class's own classroom code.
- teach, through assemblies and all aspects of the school curriculum including PSHEE, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

## 4. Equity and Inclusion

At Hurlingham, we consider how a whole-school approach to behaviour meets the needs of all pupils in the school, including children with SEND, so that everyone can feel they belong in the school community. Staff show a commitment to supporting individual pupils, taking into account their personal circumstances. The school recognises that unexpected behaviour may be symptomatic of underlying needs and that some pupils may need additional support to learn to behave appropriately. We endeavour to gather evidence, look at triggers and put appropriate provision in place for those pupils, who are consistently struggling to follow behaviour expectations. If in school support is having limited impact, in consultation with parents, alternative measures e.g a risk assessment or external professional advice is recommended.

We are aware that not all children's behaviour can be managed in the same way due to their individual needs. We keep a record of suggested adaptations for individual children in our learning support folder so that all staff can access the information.

## 5. A Positive Approach

We believe an effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential. Our core beliefs are that:

- positive behaviour can be taught by teaching certain skills to support behaviour
- behaviour can change and that every child can be successful.
- praising is more likely to change behaviour than blaming and punishing.
- celebrating success will increase children's self-esteem and thus help them to achieve more.
- connecting with children and therefore being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- whilst helping children acquire self-discipline, the safety of other pupils is paramount.
- reinforcing good behaviour supports positive self-esteem

## 6. School Golden Rules and School Creed

The following school golden rules are displayed around the school. They are explicitly taught, breaking each rule into skills. These rules are referred to regularly in lessons and assemblies to remind children of our core values and to reinforce them through modelling good practice.

We are kind, helpful and polite. We do not hurt the feelings of others.  
We look after our own and the school's belongings. We do not waste or damage things.  
We work hard. We do not waste our own or other people's time.  
We listen. We do not interrupt.  
On all occasions we walk around school sensibly and quietly.  
We are honest. We do not cover up the truth.

This is our school.  
Let peace dwell here.  
Let the rooms be full of contentment,  
Let love abide here.  
Love of one another, love of humanity,  
Love of life itself and love of living.  
Let us remember that just as many hands build a house,  
So many hearts make a school.

## 7. Promoting and Celebrating Expected behaviour

At Hurlingham, pupil wellbeing is of utmost importance. By having simple, clear and well communicated expectations of behaviour, behaviour is managed consistently. We believe in establishing positive relationships with all pupils.

All members of staff recognise and celebrate appropriate behaviour at all times around the school through informal praise. We believe that children should be taught the value of achievement

All staff will aim to:

- recognise and praise good behaviour as it happens
- be genuine in praise
- state why they are pleased

Rewards at the Nursery may include:

Verbal praise and smiling at children  
Verbal praise to parents about their children  
Stickers and stamps  
Star of the Week  
Artist of the Week  
Termly Superstars

### Rewards at the Prep School may include:

Wow moment in Reception shared via Tapestry - link between home and school when children have done something super

Verbal praise and smiling at children

Verbal praise to parents about their children

Stickers and stamps

Sending good work to other staff members for reward or praise - we encourage/teach children to recognise when they have done something they are proud of and let them ask to show another teacher or take a copy to show their parents.

House points

“Golden Time” (Years 1 and 2) - teachers can have a class reward at any point during the week when they feel their class deserves it.

Postcards home - postcards are written and posted home so families can read about proud moments in school.

Golden Wings - This award is used sparingly but fairly and celebrates really exceptional participation in any aspect of school life that truly "goes the extra mile". A child can be put forward to receive a Golden Wings certificate 3 times before they then receive a Golden Wings badge.

Staff are asked to ensure that opportunities in which the Golden Wings could be awarded are never missed. If staff feel that a child deserves a Golden Wings certificate they should, in the first instance, see their Head of Section for approval. Once approved, the Golden Wing will be recorded in the spreadsheet by the head of section. The child will:

- receive a certificate from their Head of Section either in class or in a section assembly. The certificate stays in school until..
- he/she meets with the Head to discuss the work or event which resulted in their recommendation and then take certificate home,
- be awarded a special "Golden Wings sticker" and “Golden wings house point token”
- be congratulated on the parent portal

Sweets or other food will not be given as a reward

## **8. Dealing with unexpected behaviour**

Despite using positive responses as a means to encourage good behaviour in our school, we recognise that there will be times when children behave in a less positive or unacceptable way. Pupils should learn to expect fair and consistently applied consequences for inappropriate behaviour. All staff will support children to self-regulate so that they can behave in more appropriate ways. All systems are flexible to take account of individual circumstances.

We employ a number of consequences to ensure a safe and positive learning environment. This policy is designed to empower both teaching and support staff in our mutual desire to create a secure and happy school. When dealing with all forms of unexpected behaviour, teachers should follow these guidelines:

1. Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
2. Logical consequences – A logical consequence is one that “fits” the offence. It generally has two steps. The first step is to stop the behaviour. The second step allows the child to ‘reflect and reset’; it provides an action that recalls children to the rules, reinstates the limits, and teaches different behaviours.
3. Staff separate the behaviour from the child so that we are addressing the behaviour not the child, making our response less likely to create a personal and emotional response from both the pupil and staff member

Support systems both within and outside school, come into play when necessary to help a child who finds it challenging to behave well consistently. These will be discussed by the child’s form teacher, Head of Section and parent and will be personalised to the child. They may include internal mechanisms such as a “reflection card” which is reviewed by a teacher in a supportive manner on a daily or twice-daily basis, a daily liaison with parents about particular matters or a specific scheme of rewards and other incentives tailored to the needs of the child in question.

Links are built with internal professionals, such as the school counsellor or play therapist, and external professionals such as educational psychologists or paediatricians, should discussion between home and school suggest these are necessary.

It is imperative that any consequence is applied fairly and fully explained.

### Nursery- Consequences/Reward Steps

We talk about feelings and encourage the children to reflect on their actions and consider ways to make the situation better.

More serious behaviour may result in a child going to the Head of Nursery. If the misbehaviour continues, the child's parents will be asked to come in for a formal meeting with the teacher and the Head of Nursery, if appropriate depending on the particular circumstance.

If the problem or behaviour persists we speak to the Head of Learning Support for advice.

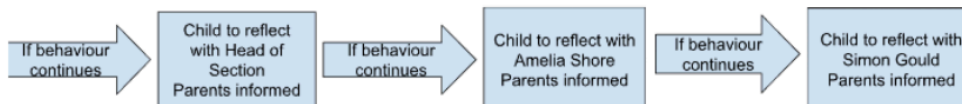
### Prep School – Consequence/Reward Steps

Consequences for unexpected behaviour - see table below. All members of staff use these consequences, though they may wish to discuss individual children with either the Form Teacher or Head of Section. Alternative arrangements for consequences can be considered for pupils based on their personal circumstances and specific needs including children with SEN. Following unexpected behaviour, a reflective conversation or targeted support will take place to encourage improvement in behaviour and to help prevent the recurrence of the unexpected behaviour.

The Behaviour log, accessed via the staff portal, is used to monitor any emerging patterns of behaviour. The log will be reviewed regularly by Heads of Section and Deputy Head Pastoral and this may result in a formal meeting with the parents.

**PROMOTING POSITIVE RELATIONSHIPS AND SUPPORTING BEHAVIOUR REGULATION**

	Level 1 Behaviour	Level 2 Behaviour (or persistent Level 1)	Level 3 Behaviour (or persistent Level 2)
<b>Examples of Behaviour</b>	<ul style="list-style-type: none"> <li>Minor Arguments</li> <li>Mistreating Equipment</li> <li>Persistent Disruption in lessons (distracting others, talking at inappropriate times)</li> <li>Isolated incident of 'rough play' behaviour</li> <li>Unkind behaviour (name calling, excluding others)</li> <li>Repeatedly not following instructions</li> <li>One off lying</li> </ul>	<ul style="list-style-type: none"> <li>Physical violence, possibly with intent</li> <li>Rudeness (answering back, insults)</li> <li>Damage to property through carelessness</li> <li>Repeated lying</li> <li>Breaking digital rules</li> </ul>	<ul style="list-style-type: none"> <li>Severe physical violence with intent (biting, kicking, pinching)</li> <li>Using inappropriate or offensive language or gestures</li> <li>Threatening another child or adult</li> <li>Potential bullying - showing signs of repeated, inappropriate behaviour towards a specific child</li> <li>Stealing</li> </ul>
<b>Step 1: Immediate Actions</b>	<ul style="list-style-type: none"> <li>Stop behaviour</li> <li>Remind, Reset</li> </ul>	<ul style="list-style-type: none"> <li>Stop behaviour,</li> <li>Remind, Reflect</li> </ul>	<ul style="list-style-type: none"> <li>Stop behaviour,</li> <li>Remind, Reflect, Report</li> </ul>
<b>Step 2: Consequences</b>	<ul style="list-style-type: none"> <li>Support should be given to the child to help them not repeat the behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Reflection time (verbal or written) with Form Teacher</li> <li>If repeated, Reflection time with Head of Section</li> <li>Form Teacher to follow up on and discuss post-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Reflection time (written) with Head of Section</li> <li>If repeated, Reflection time with Deputy Head</li> <li>Parents Informed (and communication logged onto CPOMS)</li> <li>Consider Behaviour Plan</li> </ul>
<b>Step 3: Record and Report</b>	<ul style="list-style-type: none"> <li>Log - Level, date, initial</li> <li>Comment - details and alert @FormTeacher</li> <li>If repeated behaviour, inform parents and log communication on CPOMS</li> </ul>	<ul style="list-style-type: none"> <li>Log - Level, date, initial</li> <li>Comment - details and alert @FormTeacher</li> <li>If repeated behaviour, inform parents and log communication on CPOMS</li> </ul>	<ul style="list-style-type: none"> <li>Log - Level, date, initial</li> <li>Comment - details and alert @FormTeacher</li> <li>Add full details onto CPOMS</li> <li>Regular review</li> </ul>



\*Verbal reminder - scripted interventions

“I notice that...”

“One of our Golden Rules has not been followed...”

“You have chosen to...”

“Do you remember last week when...? (refer to something positive demonstrated by the pupil)

“That is what I need to see today”

“Thank you for listening”

### Bullying

- For cases of serious bullying sustained beyond the initial implementation of the Anti-Bullying policy, including but not limited to verbal bullying (including racist, sexist or discriminatory bullying), cyberbullying or instances of physical violence, improper behaviour towards a member of staff or another pupil, child-on-child abuse, malicious damage, persistent disruptive behaviour, physical assault/ threatening behaviour, using pornography, racist abuse, theft, violence, any other activity that is illegal under English law or as a result of making malicious accusations against staff, the child may be excluded from school.
- This could take the form of a fixed-term exclusion, usually employed to facilitate time for follow-up reflections and discussions at home after school investigations are complete, or on rare occasions, may take the form of a permanent exclusion (see ‘fixed-term and permanent exclusions’ below).
- Any and all fixed-term and permanent exclusions are recorded on CPOMS. It centralises our record so that any patterns can be identified and appropriate actions taken if necessary.
- Parents’ attention is drawn to our Complaints Procedure Policy.

### **9. Corporal punishment**

Corporal punishment is not used. It is prohibited for all pupils in independent and maintained schools. No corporal punishment may be administered to any pupil during any activity, whether or not within the school premises. This prohibition applies to all “members of staff”: this includes anyone acting in *loco parentis* including the unpaid and volunteer supervisors. However, teachers may- under exceptional circumstances- use “physical

intervention” to avert “an immediate danger of personal injury to the property of a person (including the child himself.)”

## **10. Fixed-term and permanent exclusions**

Only the Head has the power to exclude a child from school. The Head may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head may also exclude a pupil permanently. It is also possible for the Head to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head makes it clear to the parents that they can invoke the School’s Complaints Procedure should they wish to do so. The school informs the parents how to make any such appeal.

The Head informs Wandsworth Local Authority and, if different, the pupil’s home local authority and the Principal about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

## **11. Roles**

### The Role of School Council

As part of their duties, the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

### The Role of Parents

Parents have a vital role to play in their children’s education. It is very important that parents support their child’s learning and cooperate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at school. We:

- explain the school’s “Golden Rules” in assemblies, Citizenship lessons, on posters around the school, and on the school’s website. They are also displayed in Upper School homework diaries. We expect parents to read these and support them.
- expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head who will take appropriate action.
- use reasonable sanctions to discipline a child and expect parents to support the actions of the school.
- respond to any concerns parents may have about the way that their child has been disciplined.
- involve the Head if the concern remains. If these discussions cannot resolve the problem, the school’s formal complaint procedure can be implemented.

### The Role of the Teacher

School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. Therefore we:

- are positive, enthusiastic and have high expectations of both learning and behaviour.
- foster a sense of self-esteem in all children, linked with an understanding of the needs of others.
- encourage a calm and responsive atmosphere, avoiding shouting.
- deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate.
- expect that parents will behave in a reasonable manner towards us, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

### Role of the Head of Section

The Head of Section will:

- implement the school’s “Promoting Positive Relationships and Supporting Behaviour Regulation Policy” consistently throughout the school.
- meet with children to “reflect” following a Level 3 behaviour or repeated Level 1 or 2 behaviours.
- ensure the health, safety and welfare of all children in the school.
- support the staff by setting high standards of behaviour and implementing the policy.
- keep records of all reported serious incidents of misbehaviour.



### Role of the Deputy Head/Head

The Deputy Head/Head will:

- implement the school's "Promoting Positive Relationships and Supporting Behaviour Regulation Policy" consistently throughout the school and will report to the Principal, when requested, on the effectiveness of the policy.
- ensure the health, safety and welfare of all children in the school.
- support the staff by setting high standards of behaviour and implementing the policy.
- keep records of all reported serious incidents of misbehaviour.

### Role of the Head of Nursery

The Head of Nursery will:

- implement the school "Promoting Positive Relationships and Supporting Behaviour Regulation Policy" consistently throughout the school, and will report to the Head and Principal, when requested, on the effectiveness of the policy.
- ensure the health, safety and welfare of all children in the school.
- support the staff by setting high standards of behaviour and implementing the policy.
- keep records of all reported serious incidents of misbehaviour.

### Role of the Principal

The Principal supports the Head in implementing this policy. The Head has the day-to-day authority to implement the school behaviour and discipline policy.

## **12. Other related policies and guidance documents**

This policy has clear links to other policies in our school, in particular to:

- Anti-Bullying
- Safeguarding and Child protection
- Pupil Restraint
- Health and Safety Policies
- DfE guidance document *Behaviour in Schools (February 2024)*
- Social, Emotional and Mental Health (SEMH) policy.