



**HURLINGHAM
SCHOOL
AND NURSERY**

EST. 1947

Managing Behaviour Policy

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

Date of Creation: September 2025
Date of Next Review: by 31 May 2026

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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. This policy sits alongside a separate 'Positive Relationships Policy' to form an overarching approach. All staff, including volunteers, have a full and active part to play in promoting both policies. 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 management of unexpected pupil behaviour, or behaviour that falls below the standards expected, as set out in the 'Positive Relationships Policy' at Hurlingham School. The management of pupil behaviour is outlined within this 'Managing Behaviour Policy'. Both policies are the result of consultation with pupils and staff. Both reflect current practice within our school. Fair and consistent implementation is the responsibility of all staff.

2. Aims

The primary aim of this policy, as distinct from the 'Positive Relations Policy' is to set out with clarity the fair and consistent application of behaviour management and consequences. It is designed to emphasise clarity, fairness, and consistency of response. The focus is not a system to enforce rules but rather a considered and differentiated response designed 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 and Staff Training

Expectations of behaviours are contained within the Positive Relationships Policy.

Staff have been widely consulted on the creation of this policy, and will be supported in delivering the approach consistently by regular training and the opportunity to give feedback on policy review.

4. 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.

All staff will be clear and consistent about their individual expectations of behaviour at the start of each lesson. This is particularly important in the Prep school where teachers may vary for each class. In order to support children's understanding, teachers should refer to existing class rules, the school 'golden rules', or to their own clearly communicated reasonable expectations for the specific lesson to be undertaken. It is within this framework that children will have the greatest opportunity to succeed in both their learning and behaviour regulation. Any actions or consequences that arise as a result of behaviour should be preceded by clear messages to the child/children involved that their behaviour is breaching the expectations as laid out at the start of the lesson. This should be done by a combination of:

- Eye contact
- Direct verbal reference to the child/children involved
- Reminder to all (or those involved) about the expectations

Example scripts:

*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”

At NO point should the threat of being logged on the Behaviour Log, and any associated consequences, be used to enforce improved behaviour.

Once a decision has been made that a child will be logged (for any level of behaviour) it is then appropriate to inform that child that they have been logged and that there will be appropriate consequences for their behaviour.

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. Apply 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. Example behaviour and the associated consequences are given in the table below.
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
4. Staff are aware that not all children’s behaviour can be managed in the same way due to their individual needs.

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” or “behaviour plan” 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 Head of Learning Support, the School counsellor (or alternative 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.

EYFS- 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 – Levels of Behaviour and related consequences

All members of staff use these levels and consequences consistently, 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 always take place to encourage improvement in behaviour and to help prevent the recurrence of the unexpected behaviour.

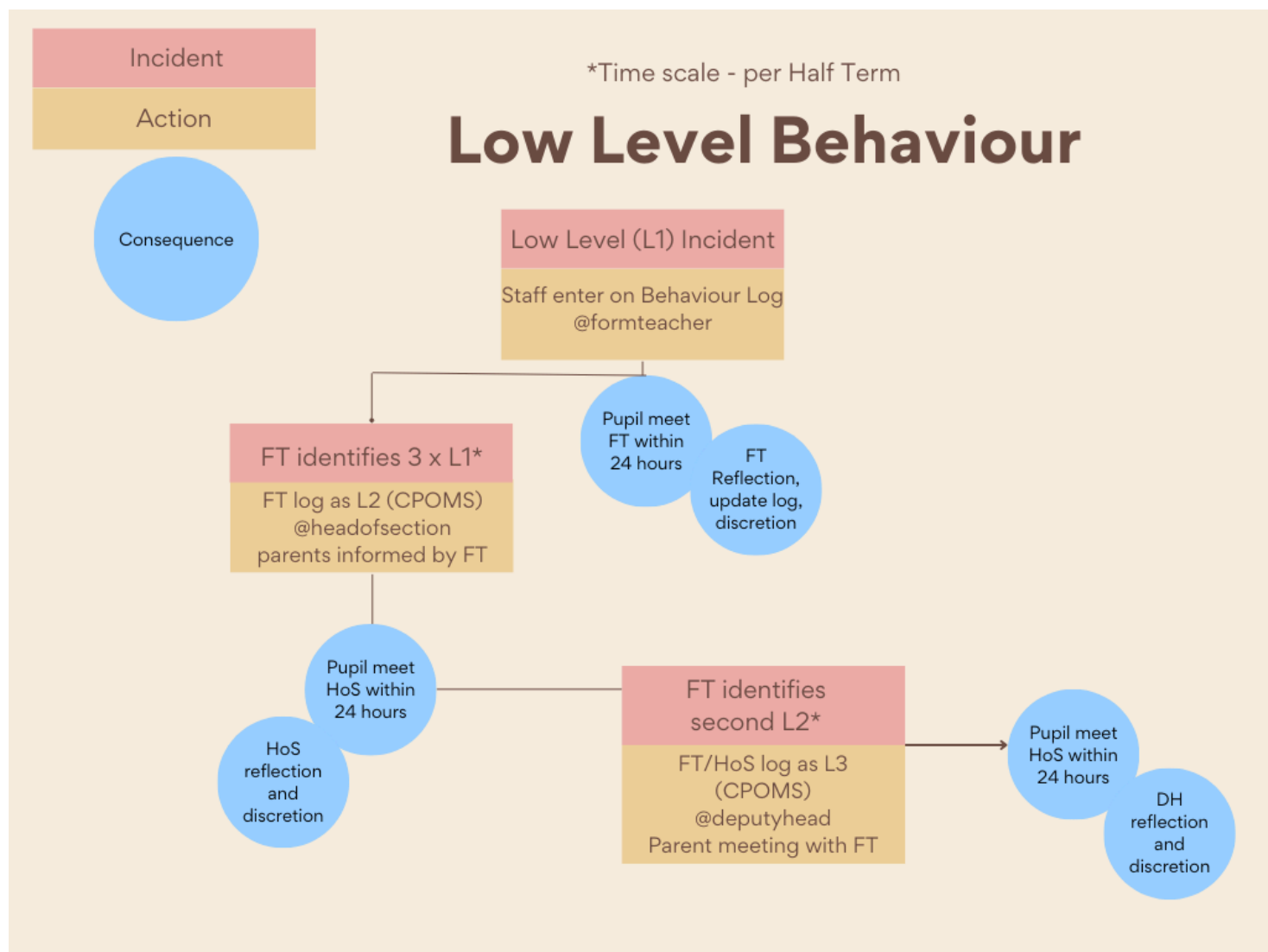
	Level 1 Behaviour (low level)	Level 2 Behaviour (or persistent Level 1)	Level 3 Behaviour (or persistent Level 2)
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Examples of Behaviour Incident	<ul style="list-style-type: none"> • Minor arguments and/or isolated rough play • Rudeness/Answering back (isolated) • Persistent disruption (distracting others, talking) • Careless use of equipment • Repeatedly not following instructions 	<ul style="list-style-type: none"> • Physical violence (possibly with intent) • Persistent rudeness or offensive language • Intentional disruption to lessons or learning • Mistreating equipment • Unkind behaviour (name calling or excluding others) • One off lying 	<ul style="list-style-type: none"> • Physical violence (with clear intent) • Using inappropriate or offensive language/gestures • Threatening another child or adult • Potential bullying - showing signs of repeated unkind behaviour to another) • Repeated lying
Step 1 - Immediate Action	Stop behaviour Remind them of expectation Explain they have been or will be logged Explain immediate consequence Reset Report on Low Level Behaviour Log (@formteacher)	Stop behaviour Remind them of expectation Explain they have been or will be logged Explain immediate consequence Reset Report on CPOMS and inform Form Teacher and/or Head of Section	Stop behaviour Remind them of expectation Explain they have been or will be logged Explain immediate consequence Reset (with or without child as appropriate) Report on CPOMS and inform Form Teacher, and/or Head of Section/Deputy head
Step 2 - Consequences	Reflective conversation with Form Teacher within 24 hours of incident	Reflective conversation with Head of Section within 24 hours of incident Head of Section discretion to decide nature of any further consequences Form Teacher to inform parents	Reflective conversation with Deputy Head within 24 hours of incident Deputy Head discretion to decide nature of any further consequences Head of Section to inform parents Parent Meeting held
Step 3 - Recording and Reporting	Recorded on Low Level Behaviour Log	Recorded on CPOMS	Recorded on CPOMS

Logging behaviour

Level 1 behaviour is entered on the Whole School Low Level Behaviour log, accessed via the staff portal, and is used to monitor any emerging patterns of low level behaviour. The log will be reviewed regularly by Heads of Section and Deputy Head Pastoral and informs any next steps, including holding meetings with parents.

Level 2 (one off incidents or repeated Level 1) or Level 3 (one off incidents or repeated Level 2) Behaviours are logged on CPOMS with full details of the behaviour, reflection, decision making and consequences applied, along with any communication to parents.



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. Other related policies and guidance documents

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

- Positive Relationships Policy
- 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.