

Behaviour Policy

Alleyn's Hampstead Senior School

2026

Registered in England & Wales - Cognita Schools Limited No. 02313425
Registered Office: Seebeck House, One Seebeck Place Knowlhill, Milton Keynes, Buckinghamshire, MK5 8FR

COGNITA

THRIVE IN A RAPIDLY EVOLVING WORLD

1. Introduction

1.1. This policy is designed to foster a school ethos that promotes high quality teaching and learning to support the wellbeing of our pupils in order for them to thrive in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School.

1.2. This policy applies to all pupils, parents/carers, and staff.

1.3. We are committed to promoting and protecting the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

1.4. In keeping with Education (Independent School Standards) (England) Regulations 2014/British School Overseas Standards (as amended), our policy outlines our Code of Conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the safety welfare of children.

1.5. The Headteacher is responsible for developing this policy within the framework set by Cognita as proprietor. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct. **Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (including online).**

1.6. This policy should be read in conjunction with the School's other applicable policies including our Anti-Bullying Policy, Safeguarding and Child Protection Policy, Suspension, Expulsion and Removal in Other Circumstances Policy, Drug and Alcohol Policy, SEND Policy,Staff Code of Conduct, IT Policy, Use of Reasonable Force, Restrictive Interventions and/or Restraint Policy (incorporating Searching, Screening and Confiscation) Policy, and Child Absent from Education, Child Missing Education and Attendance Policy.

1.7. 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.

1.8. If any pupil's behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant Police authority. If any misbehaviour is considered to be linked to any child experiencing, or being likely to experience, significant harm, then our Safeguarding and Child Protection Policy will be rigorously followed, and action will be taken in accordance with the relevant local Safeguarding Partners referral procedures. If any child is in immediate danger or is at risk of harm, a referral will be made to children's Social Care and/or the Police immediately in accordance with the provisions of the Safeguarding and Child Protection Policy.

1.9. We publish our policy for parents/carers, pupils and staff. It can be found on our website. We review this policy at least annually, and when significant changes are required under government guidance. This policy is referred to in our Parent Contract accordingly.

1.10. We support pupils at times when difficult events happen in their lives, such as domestic abuse, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps pupils to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

1.11. Our ROCCK values of Respect, Opportunity, Curiosity, Courage and Kindness underpin this policy. They describe the behaviour we expect and celebrate in pupils, and the way staff model it. Pupils are encouraged to show respect, embrace opportunity, stay curious, act with courage and lead with kindness.

1.12. Our approach to wellbeing is based on the PERMA model developed by Martin Seligman: Positive Emotion, Engagement, Relationships, Meaning and Accomplishment. This policy supports pupils to feel positive, stay engaged, build strong relationships, find meaning and purpose, and experience achievement and growth. Rewards, strategies and support, and the response to misbehaviour, are applied in this spirit, and always alongside the sanctions and procedures set out in this policy.

1.13. This policy should be read alongside Appendix: ROCCK and PERMA in Practice.

2. Our Approach

2.1. Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.

2.2. We work in partnership with our parents/carers, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour. We expect our staff, parents/carers and pupils to understand and respect the rules of the school and the expectations and responsibilities outlined in this policy. We expect both staff and parents/carers to model positive behaviours at all times so that our pupils can benefit fully from their experiences in school.

2.3. It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.

2.4. Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy, and to ensure that all children are properly included in the educational experiences and opportunities provided whilst the learning of their peers is not impeded.

Where needs emerge, we will ensure that this is communicated to the child's parents/carers from the outset, and that the child receives early help via external support such as via early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. This is in conjunction with internal targeted support in school.

2.5. Staff work closely with the Special Educational Needs Coordinator (SENCo) and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary/private organisations/professionals.

3. School Principles

3.1 Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

3.2 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

3.3 The School Principles:

- School staff and pupils should all show respect for one another;
- Good behaviour should be the expectation, and, in parallel with support for all those involved, sanctions should always be applied consistently for unacceptable behaviour,

including all forms of child-on-child abuse, including but not limited to bullying, harmful sexual behaviour, and violence (see the Safeguarding and Child Protection Policy for further information);

- Appropriate and preventative action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst more vulnerable groups of pupils, for example, but not limited to those with special educational needs or disabilities;
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse/neglect/exploitation, or through the divorce or separation of parents should be identified and those children supported;
- All pupils should be listened and responded to;
- All pupils are entitled to learn in a safe and secure environment;
- Pupils should act as appropriate ambassadors for the school on, for example, School trips, work placements, sports events and journeys to and from the School;
- All School staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the School community should understand and accept the principles on which this policy is grounded.

4. Expectations and Responsibilities

4.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our pupils should be able to behave in socially acceptable ways.

4.2 Teachers have authority in our school to discipline pupils for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for pupils on/off site; unless the Headteacher says otherwise.

4.3 To be socially acceptable, we believe that our pupils should be able to:

- Treat other pupils and staff with respect and kindness;
- Speak politely to other people; and
- Have self-confidence and high self-esteem.

4.4 To encourage this, the staff will:

- Treat all pupils and adults with respect and kindness;
- Speak politely to other people;
- Praise all pupil's efforts and achievements as often as they can;
- Explain to pupil's what they should have done or said when they get it wrong;
- Encourage self-reflection to pupil's when they get something wrong to encourage learning;

- Tell parents/carers in a timely manner about their child's efforts and achievements, any concerns around behaviours, and explain any concerns about risk to self/others arising from the behaviour; and
- Avoid using critical, belittling or sarcastic language towards all pupils and adults.

4.5 We will not accept the following behaviour from pupils or adults (including staff):

- Use of unkind or rude language;
- Hitting, kicking, biting or other such physical responses; or
- Racist, sexist or homo/bi/transphobic remarks, or other discriminatory comments towards anyone including those with protected characteristics (Equality Act 2010).

4.6 The role of the teacher

- Teachers are responsible for ensuring that the School's behaviour policy is enforced in their class, and that their classes behave in a responsible manner during lesson time;
- Incidents of poor behaviour may (where appropriate) be discussed by the teacher with the class, e.g. during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each pupil fairly and equally;
- Staff should always make it clear that they are upset about the pupil's behaviour, not the pupil. They should always use private, not public, reprimands, so that when a sanction is applied the pupil can make a fresh start.
- If a pupil misbehaves in class, the teacher will keep a record using the school behaviour recording system of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they must seek help and advice from the senior member of staff named at the front of this document, including a conversation with the parent/carer to seek improvements and the use of appropriate strategies;
- Any behaviour which constitutes a safeguarding concern will be escalated to the Designated Safeguarding Lead (DSL) who take any required action.
- The teacher reports to parents/carers about the progress of each pupil for whom they are responsible, in line with our School policy. The teacher/DSL may also contact a parent/carer if there are concerns about the behaviour or welfare of any pupil, with reference to the School's Safeguarding and Child Protection Policy as appropriate;
- A record is made of any incident involving a pupil, or staff member which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Headteacher and parents/carers. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book;

- Obey all health and safety regulations in classrooms, around the School and in all off site educational activities including helping to keep the School clear of clutter and litter;
- Never make racist, sexist, homo/bi/trans phobic prejuduced or faith-targeted, and/or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010);
- Never resort to physical interventions to manage behaviours (other than in situations where there is risk of harm/danger)
- The use of reasonable force and restrictive interventions, including the use of restraint, seclusion and/or removal, may be used exceptionally and only to prevent injury to pupils, staff, damage to property or to prevent pupils committing an offence. Only the minimum restraint is used for the briefest length of time. The action taken is recorded by the person who undertook the intervention,the parents/carer must be informed the same day and provided with the school record of the intervention as soon as practical. Please see our separate policy on the Use of Reasonable Force, Restrictive interventions and/or Restraint (incorporating searching, screening and confiscation) for further details;
- Comply fully with the Safeguarding and Child Protection Policy, Staff Code of Conduct, and the IT Policy

4.7 Expectations of pupils in our school

- Comply with the School's Behaviour Policy at all times
- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when a staff member is giving instructions;
- Follow instructions promptly and accurately;
- Follow the staff member's instructions about moving around the classroom;
- Treat others with respect, kindness and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Never make racist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010); sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.
- These expectations reflect our ROCCK values, in particular Respect and Kindness.

The above list is not exhaustive.

4.8 Mobile Phones

The school follows the DfE guidance (January 2026) which states that 'all schools should be mobile-phone free environments by default; anything other than this should be by exception only.'

Mobile phone usage is prohibited during the school day for pupils up to and including Year 11 (there are different expectations for Sixth Form students please see below). This includes during lessons, between lessons, at breaktimes and lunchtimes and in clubs before, during and after school, as well as school visits and trips that take place during typical school hours. Exceptions to this may be made, but this must be agreed between the school and parents prior to the device being used in school and will only be approved for exceptional cases.

The school recognises its duties under the Equality Act 2010 and will consider reasonable adjustments where a pupil requires a device for medical monitoring or other agreed support related to a disability, health condition or learning need. Any exceptions must be documented within the pupil's healthcare plan or learning support plan. Devices permitted under such arrangements must only be used for the agreed purpose, and where access to a personal device can be supervised and/or provided by school staff through the school day. Smart watches and other wearable/hearable devices capable of communication, internet access, photography or recording are treated in the same way as mobile phones. Pupils must not use or wear these devices during the school hours.

Staff must never use their personal mobile phones or connected smart watches when pupils are present and must only use work devices (see Code of Conduct and ITPolicy). If mobile phone usage is necessary for work purposes or medical reasons, staff usage must be kept to a minimum.

The school does not condone the ownership of smart phones for pupils. If mobile phone ownership is deemed necessary for pupils by their parents/carers, it is preferable that this should be a basic phone/brick phone/flip phone and not a smart phone. Parents/carers should make informed decisions about the age at which their child should obtain a smart phone and follow up to date government guidance, which at the time of writing is not recommended below the age of 14.

Pupils are encouraged to leave mobile phones at home and not bring them into school. However, it is understandable that many parents/carers may prefer for their child to be contactable traveling to and from school. Therefore, any pupils who has a phone must, on arrival at school, pupils must

SCHOOL MANAGEMENT PROCESS OF MOBILE PHONES

Pupils phones woll be collected by their form tutor during morning registration (If a pupil is to school they will be asked to hand their phone into reception).
Pupils phones will be stored in a locked safe throughout the schhool day.
Pupils phones will be returned by their form tutor during afternoon registration (If a pupil has a scheduled appointment meaning they will be leaving school early their phone should be handed into reception).

Sixth form students are permitted to have personal mobile phones but usage in front of younger students is strictly prohibited. Therefore, Sixth Form students are only permitted to use their mobile phones in the sixth form common room or when permitted by a member of staff.

The school will direct the use of pupil mobile phones on residential trips and trips outside of the normal hours of the school day. This will be communicated to parents/carers as part of the trip's communication.

Confiscation

The school reserves the right for all staff to confiscate pupil's mobile phones should this policy be breached, for example where a mobile phone is used by a pupil or is heard ringing in a pupil's bag. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully.

In considering whether a confiscation is a proportionate penalty, the schools will consider what disciplinary outcome the confiscation is intended to achieve and whether there are other ways to achieve the same outcome, as well as the pupil's individual circumstances such as age and SEND status.

The Headteacher is supported by DfE to confiscate mobile phones and similar devices, if they consider it proportionate, for whatever length of time they deem proportionate. The Headteacher, or staff authorsied by the Headteacher, is permitted to search for mobile phones or similar personal devices, in line with the DfE guidance: Searching, screening and confiscation in schools - GOV.UK

The school will consider whether misbehaviour regarding the use of mobile phones gives cause to suspect that a pupil is already experiencing, or may be at risk of abuse, neglect and/or exploitation. Where this may be the case, as set out in part 1 of keeping children

safe in education, school staff will follow the school's Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead (or deputy). They will consider if pastoral support, an early intervention or a referral to children's Social Care is appropriate.

Parents needing to contact their child during the school day must do so via the school office.

4.9 Expectations of parents

Parents/carers 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/carers and encourages them 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.

5. Policy on Rewards and Sanctions

5.1. Our rewards – promotion of good behaviour

Non-exhaustive examples:

- All staff praise, reward and sanction consistently;
- NEDS - are awarded regularly to individuals for positive contribution or living out the school values. These can be accumulated over the year with Bonus Prizes awarded at different thresholds.
- Heads Book – Awarded for an exceptional achievment and comes with 250 NEDS.
- Colours – For students who have gone above and beyond in a co-curricular or community activity. This is overseen by the Assistant Head Co-curricular and comes with a Tie and a badge.
- Prizes – Yearly awards to students presented at celebration day.
- Our rewards: NEDS, Heads Book awards, Colours and Prizes recognise pupils who live out our ROCCK values. Celebrating success and effort supports the Positive Emotion and Accomplishment elements of PERMA.

5.2. Strategies and support

The following outline a range of strategies for use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc;
- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behaviour;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- peer mediation and peer mentoring;
- restorative justice approach;
- school counselling sessions to help pupils with social, mental or emotional health difficulties;
- social skills training;
- referral to CAMHS and/or educational psychology services/professionals; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.
- Reflection, restorative approaches and mentoring give pupils the chance to show Courage by taking responsibility and learning from mistakes, and to rebuild Relationships.

5.3. Our sanctions

All staff generally deals with minor breaches of discipline in a caring, supportive and fair manner. A pupil's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

Corporal punishment is illegal and is never used or threatened at our School. Physical methods to manage a pupil's behaviour at home by parents/carers is a safeguarding issue and will be dealt with under the School's Safeguarding and child Protection Policy.

Examples of sanctions that are used in the School include:

- Verbal reprimand from a member of staff;
- Letter to parents/carers to advise of the misbehaviour;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks as 'punishments', such as writing lines or essays;
- Detention;
- Withdrawal of privileges;

- Confiscation of property that is being used inappropriately or without consideration;
- School based service or imposition of a task, under the supervision of a member of staff;
- Assistance with domestic tasks, such as collecting litter;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring; and
- Withdrawal from a lesson, school trip or team event.

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

5.3.1. We consider whether the behaviour under review gives cause to suspect that a pupil is experiencing, or is likely to experience, significant harm. Where this may be the case, staff will follow our Safeguarding and Child Protection Policy and refer the conduct to the DSL for advice and support before determining any sanction. We will consider whether continuing disruptive behaviour might be the result of unmet educational, SEND, or other needs such as trauma. At this point, we will consider whether a referral to Early/Family Help or other agency is needed to support the child/family.

5.3.2. Parents/carers will be involved at the earliest stage when needs arise, are persisting or recurring.

5.3.3. It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, including suspension, expulsion and removal in other circumstances, without first using lower-order strategies. A record is kept of the sanctions imposed upon pupils for serious misbehaviour.

5.3.4. Any sanction must be reasonable in all the circumstances and account must be taken of relevant factors which may include the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. These include the following:

Detention	**Time/Length**	**Parents Informed**	**Reasons**
Break Report	10 minutes	Logged on school database	Untucked shirt/rolled skirts Hoodies – non uniform items Chewing Gum – no warning Late arrival for lessons
Subject Detention	15 minutes at either break, lunch or after school (at the	Logged on school database by subject teacher	**Attitude to Learning Concerns (ATL):** Lack of focus/organisation – impacting learning Misuse of device

	teacher's discretion)		Missing Homework Contribution to negative learning environment
Half Detention	30 minutes after school	Message home (24 hours' notice to be given) Logged on school database by subject teacher	**Continued Attitude to Learning Concerns (ATL):** Lack of focus/organisation – impacting learning* Misuse of device* Missing Homework* Contribution to negative learning environment* Failure to attend subject detention
Full Detention	60 minutes after school	Message home (24 hours' notice to be given) *Logged on school database by subject teacher/head of year*	**Further attitude to learning concerns (ATL):** Disruption to classmates or own learning through poor behaviour Repeated non handing in of homework Disrespectful or unkind Potentially dangerous behaviour Academic dishonesty Failure to attend half detention
Saturday detention	2 hours	Message home (24 hours' notice to be given) Logged on school database by Senior Leadership Team	Repeated and deliberate disruption or poor attitude to learning Targeted unkindness Disrespectful to member of staff Wilful damage of or interfering with school or others property Breach of fundamental school values Dangerous Behaviour Failure to attend full detention
Late Detention	60 minutes after School	Message home (24 hours' notice to be given) *Logged on school database by school admin team*	Either by being (in one week): **3x late to lesson** > 3 minutes or more *(subject teacher's discretion)* **2x late to school** > after 8.45am

6. Suspension and Expulsion

6.1 The Headteacher reserves the right to suspend, expel or remove pupils from the school. Suspension and expulsion will be dealt with in accordance with our Suspension, Expulsion and Removal in Other Circumstances Policy, which includes examples of behaviour that may warrant those sanctions.

7. Allegations of Problematic Sexual Behaviour (PSB), Harmful Sexual Behaviour (HSB) and Child on Child Abuse

7.1. Allegations of a pupil demonstrating PSB, HSB and/or other forms of child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made, and always in consultation with the Designated Safeguarding Lead. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents/carers when there has been a report of PSB/ HSB/child on child abuse, unless to do so will heighten risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and schools will carefully consider what information is shared with respective parents/carers to ensure that confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an investigation is underway, to the extent appropriate. Referrals to children's Social Care/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy.

8. Complaints Procedure

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. We expect our parents/carers to share any concerns informally with us so that we can continuously improve the quality of education at our school

8.1. The School's Complaints Procedure [(which apply equally in the EYFS setting)] is on our website and sets out how current parents can raise a formal complaint and how the School will handle it.

9. Monitoring and Evaluation

9.1. The School will record all behavioural incidents (including child on child abuse, including, but not limited to bullying) 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. The Headteacher is responsible for ensuring these records are appropriately maintained.

9.2. The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

9.3. The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.

9.4. Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.

9.5. Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the European Director of Education.

Appendices

Appendix: ROCCK and PERMA in Practice

1. Purpose and status of this appendix

This appendix sets out the school's ROCCK values and PERMA wellbeing elements for reference in relevant policies and practice. It is intended to support consistent understanding and does not replace the policies it accompanies.

This policy should be read alongside Appendix X: ROCCK and PERMA in Practice.

2. ROCCK

THE BUILDING BLOCKS OF CHARACTER
LEARNING TOGETHER. GROWING TOGETHER.
At Alleyn's Hampstead, our values help us learn, connect and thrive as a community.

Value	Meaning	What it looks like
RESPECT	Meaning: Value others Focus: Yourself; Others; Learning; Our environment Statement: Listen actively, speak thoughtfully and treat everyone with dignity.	Listening; Good manners; Looking after our environment; Valuing differences.
OPPORTUNITY	Meaning: Make the most of every chance Focus: Learning; Leadership; Participation; Challenge Statement: Say yes to new experiences and make the most of every moment.	Joining clubs; Leadership; Competitions; Performing.
CURIOSITY	Meaning: Keep asking why Focus: Exploring ideas; Questioning; Creating; Discovering Statement: Be interested, ask questions and enjoy	Asking questions; Exploring ideas; Problem-solving; Creative thinking.

Value	Meaning	What it looks like
	learning something new every day.	
COURAGE	Meaning: Be brave enough to try Focus: Taking risks; Speaking up; Learning from mistakes; Showing resilience Statement: Growth happens when we step outside our comfort zone.	Trying new things; Speaking up; Bouncing back; Taking responsibility.
KINDNESS	Meaning: Choose kindness Focus: Friendship; Inclusion; Empathy; Service Statement: Small acts of kindness make a big difference to our community.	Helping others; Including everyone; Showing empathy; Community service.

Our ROCCK Promise: We strive to: Show Respect; Embrace Opportunity; Stay Curious; Act with Courage; Lead with Kindness.

3. PERMA

THE BUILDING BLOCKS OF WELLBEING
Flourishing Together
At Alleyn's Hampstead, we believe that wellbeing helps everyone learn, grow, achieve and belong. Our approach is based on the PERMA model developed by Martin Seligman.

Element	Meaning	What it looks like
POSITIVE EMOTION	Meaning: Feel good Focus: Joy; Gratitude; Kindness; Optimism Statement: Notice the good. Celebrate success. Spread positivity.	Celebrating success; Gratitude; Kindness; A supportive community.
ENGAGEMENT	Meaning: Get involved Focus: Learning; Creativity; Participation; Challenge	Inspiring learning; Clubs and activities; Sport and the arts; Creativity and challenge.

Element	Meaning	What it looks like
	Statement: Be curious, focused and fully engaged in what you do.	
RELATIONSHIPS	Meaning: Connect well Focus: Friendship; Respect; Belonging; Support Statement: Build positive connections and help others thrive.	Friendship; Inclusion; Respect; Teamwork.
MEANING	Meaning: Find purpose Focus: Community; Contribution; Values; Service Statement: Be part of something bigger than yourself.	Leadership; Service; Community impact; Shared values.
ACCOMPLISHMENT	Meaning: Achieve your best Focus: Goals; Perseverance; Progress; Success Statement: Embrace challenge, celebrate effort and achieve your potential.	Personal goals; Challenge; Resilience; Achievement.

Our Wellbeing Promise: We strive to help every pupil, parent and colleague: Feel Positive; Stay Engaged; Build Strong Relationships; Find Meaning and Purpose; Experience Achievement and Growth.

4. How ROCCK and PERMA work together

The suggested overlaps below offer a practical way to consider how the two frameworks may relate. They are not intended to be exhaustive or prescriptive.

Suggested starting point for the school to confirm

ROCCK value	PERMA element or elements
Kindness	Positive Emotion; Relationships
Curiosity	Engagement
Courage	Accomplishment
Respect	Relationships

ROCCK value	PERMA element or elements
Opportunity	Engagement; Meaning

5. Using this appendix in policies

A policy may refer to this appendix where ROCCK or PERMA provides relevant context for its subject. Any reference should sit alongside the policy's specific guidance and should not imply additional requirements beyond that policy.

Version control:

Ownership and consultation	
Document Sponsor	Group Director of Education
Document Author / Reviewer	Director of Education, Europe and USA
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Related documentation	
Related documentation	Anti-Bullying Policy Suspension, Expulsion and Required Removal in Other Circumstances Policy Safeguarding and Child Protection Policy

	Use of Reasonable Force, Restrictive Intervention and/or Restraint Policy, incorporating searching, screening and confiscation IT Policy Code of Conduct