



**THE HALL SCHOOL**  
**Policy to promote good behaviour and set out  
sanctions**

**AUTHOR:** Paul Chapman

**Policy ratified by:** SLT

**Date of publication:** September 2018

**Date of next review:** September 2019

**Governor responsible for policy:** Mark Bailey

## Introduction

All schools should strive towards promoting and maintaining a positive culture and ethos which encourages praise, encouragement and recognition of good practice, behaviour and community spirit. Such an environment should be developed through the recognition and encouragement of good behaviour using positive words and praise just as importantly as by using actual rewards and prizes. Boys' achievements and efforts (including outstanding helpfulness) should also be mentioned in positive terms, where possible, in assemblies, form periods, house meetings and other gatherings. 'Behaviour and Discipline in Schools' (2014) has been used.

It is important that a **consistent** approach is adopted throughout all levels of the school, from the EYFS up to the end of Year Eight, though we recognise that the style of approach will need to change as boys become older and move into the early years of secondary level education. This progression is reflected in the approaches of Junior, Middle and Senior Schools to both rewards and sanctions. Guidelines covering movement between school departments is covered by various induction events and meetings as well as the school 'Settling in Policy'. It is also important for staff to recognize and acknowledge, using reasonable adjustments, boys with special educational needs and any disabilities in terms of their behavioural expectations. Boys with Special Educational Needs are raised and discussed regularly at weekly staff meetings and the Head of Learning Support meets with staff to discuss strategies, reports and targets. The behaviour and conduct of some boys, may on occasions, require the advice and support of external agencies.

The policy to promote good behaviour is also important in the way that major public gatherings such as assemblies using half termly themes, lunch times and educational visits are conducted, where consistency from staff in applying established procedures is essential. It is crucial that staff deal with situations as and when they happen and as effectively as possible. There must be **clear guidelines in place** both for staff and boys to respond to both unacceptable situations as well as moments to celebrate. A recent initiative communicated throughout the MS/SS has been to introduce a **Respect Campaign**. A weekly focus will concentrate on a particular aspect of school life, communicated in newsletters, assemblies and on the school web-site and many of the themes used are directed towards promoting good behaviour and consideration for others. In the Junior School the Golden Rules often form the basis of the weekly focus. Staff are continually encouraged to share ideas of '**good practice**' at relevant staff meetings.

Good behaviour is an essential condition for effective teaching and learning to take place. Like any community the school requires accepted codes of conduct and procedure aiming to foster constructive relationships within the community. These relationships should be characterized by mutual respect, friendliness, trust and tolerance.

Everyone in the school has the right to work in peace. All forms of prejudice and discriminations based on religion, disability and background will be opposed and challenged. Equally, no corporal punishment is permitted at any time or for any reason at the school, and it must not be threatened.

Unkind comments are forbidden. Boys at The Hall must be tolerant of each other but (as in every school) do need reminding about kindness, patience and understanding. In all matters it is essential that the same standards of behaviour are expected in the family as at school.

The principal expectations are that all boys at The Hall and staff should

- show good manners and good sense at all times
- walk around the school quietly

- ensure that all litter is picked up and the bins provided used
- look after their own possessions and respect other people's
- not play games or undertake activities which lead to others being unhappy or hurt

## **Physical Intervention**

Physical intervention should only be used to manage a child's behaviour if necessary to prevent personal injury to the child, other children or an adult, or to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Care of course, must be taken to avoid personal injury during any intervention. Any occasion where physical intervention is used to manage a child's behaviour must be reported immediately to a member of the Senior Leadership Team. The member of staff will be asked to produce a written record of the incident as soon as possible (and certainly on the day of the incident) and parents will be informed on the same day or as soon as reasonably practical. A clear policy for dealing with malicious accusations against staff should also be established.

## **Behaviour Management Responsibilities**

The Headmaster and Head of the Junior School are ultimately responsible for behaviour and good discipline within the school. They delegate responsibility within the school at different levels to:

Senior School (Years 6 to 8)	Head of Senior School
Middle School (Years 4 and 5)	Head of Middle School
Junior School (Years 1 to 3)	Deputy Head of Junior School
Reception (EYFS)	Head of Reception

These senior staff will give guidance to other staff and will access expert advice if ordinary methods of behaviour management are not effective with a particular child. On occasions extra advice is sought from the School Counsellor or relevant external agencies.

## **Rewards and Sanctions**

The following sections show the approach of the school at different levels to reward the pupils for good behaviour and a good working ethic (two principles which are closely entwined) and to discourage the opposite.

### **Junior School**

The boys are strongly encouraged – through Assemblies, Life Skills lessons and work in their classrooms to follow the six Golden Rules, which are also reinforced in the weekly newsletter to parents. These Golden Rules are:

- Do be gentle
- Do be kind and helpful
- Work hard
- Do look after property
- Do listen to people
- Do be honest

## Rewards

### House System:

When a boy joins the Junior School he is made a member of a House (of which there are 4: Blue, Green, Orange and Purple). Class teachers are also allocated to a House and should be concerned for the welfare of the boys in their House.

### House Points:

Boys are awarded house points for displaying thoughtful, kind and helpful actions. They are also awarded for good work and effort. Every half term, class teachers give the final totals of house points to the Junior School Secretary which go towards the House Cup, presented in Special Assembly. The house points are recorded and displayed in the boy's classroom so that he is aware of his achievements. Year 3 boys are chosen on the basis of their good behaviour and approach to school life, half- termly, by staff, to represent their houses as House Captains and Vice House Captains. Rewards are given at Special Assemblies each half term (in front of parents and staff) for endeavour, good manners and good performance in class.

### Golden Book

During assembly every Friday two or three boys from each class are mentioned in the Golden Book and presented with a certificate. This may be for good work, trying hard, good manners or general improvement. The aim is that every child should receive at least one certificate each term (two in the Autumn term). Awards are also given for activities such as music or chess.

### Teachers' Incentives:

Each teacher applies their own incentive schemes for further motivation to reward the boys. Examples of current practice are:

- Star of the day
- Sun/clouds
- Stickers
- Marbles in a jar

Recognition for good behaviour and manners and for effort in the classroom is also given by the class teacher in the Half Termly Progress Reports.

Teachers are encouraged to ask boys to show good work etc to the Head of the Junior School, who will award House Points and write a suitable comment on their work.

Other initiatives used to encourage good behaviour and a happy school community are 'Buddies and Talk Partners' and Circle Time.

## Sanctions

If a boy misbehaves he may have a House Point deducted. He accompanies the teacher to the office where it is noted against his name in the House Point book. If a boy loses three points in one half term he has to see the teacher in charge of his house. After five he sees the Deputy Head of the Junior School and after six he sees the Head of Junior School. Each boy has a fresh start each half term.

Boys may have minutes of playtime deducted for unsatisfactory behaviour. They may also be sent to the Head of the Junior School who may inform their parents if they see fit.

## **Work**

Boys can be asked to repeat or complete unsatisfactory work during playtime. They may also be asked to repeat work at home. They may be asked to show unsatisfactory work to another teacher or to the Head of the Junior School; teaching staff may invite parents to be involved as appropriate.

## **Senior and Middle School Approach**

### **Rewards**

#### **BAFTA (Behaviour Award for Thoughtful Action)**

These awards are in operation throughout the Middle and Senior School. A member of staff enters this information electronically on iSams, providing information which shows above normal levels of considerate or helpful (very good, excellent or outstanding) behaviour towards others, pupils or staff. These BAFTA's are recorded by the Head of Middle School or Deputy Head (Pastoral). The boys with the highest number of BAFTA's qualify for an individual prize/award at the end of each term. Each term the house BAFTA totals are used to reward a winning house with a Mufti Day for the following term. Regular house updates are distributed to form teachers and house masters. It is essential that all staff support this programme.

#### **Credits**

Teachers can award credits for very good or outstanding/excellent work or effort. These are recorded in the boy's exercise book in most cases. Form Teachers collate all credits electronically usually once a week in form time. For the credit system to work effectively all staff need to support the distribution and collection of credits. The Wolfson Cup is awarded each term to the boy with most credits in the Senior School and the Zilkha Prize to the boy in the Middle School with the highest credit total. A credit score can also contribute towards the termly effort prize awarded to a boy in each form. These boys' efforts are recognised at the Special Assemblies at the end of each term. Credit certificates may be awarded each term for boys who for example record 50, 75 and 100 credits. Bronze, Silver and Gold awards are distributed. Regular updates are provided.

Whilst BAFTAs and Credits should not be handed out like confetti, they should not be too sparingly used. Recent guidelines have included a clear indication of relevant rewards for particular work standards and behaviour. We expect good work and behaviour but we will reward very good, excellent and outstanding efforts. A consistent approach to younger and older boys is encouraged. All departments are encouraged to use the credits system. Each half term an analysis of the credit system is carried out by the Head of Senior School. Current credit totals for each boy are recorded on relevant Progress Report sheets that are sent home. These totals are used to work out which house will be awarded the termly house cup. In addition, **at the end of each term the form teacher will award two prizes to boys in their form, one for achievement and one for community contributions.**

#### **Headmaster's Recognition**

Teachers are encouraged to send boys who have done an outstanding piece of work to the Headmaster (or a Deputy Head in his absence). He records the details and informs parents and form teacher, who will usually automatically award two credits.

## **Sanctions**

### **Extra Work**

In the Senior School, if a boy falls behind with his work, does not complete prep satisfactorily or fails an assessment he may be put into an Extra Work session. This lasts for up to an hour between 4pm and 5pm. The member of staff setting an Extra Work is responsible for supervising it. There is a standard letter to be sent home to notify parents and provide 24 hours notice. Parents return the slip at the bottom of the letter. Flexibility should be exercised if a boy has an activity or match after school.

### **Academic or Pastoral Report Card**

When a boy's concentration, behaviour or organisation is particularly concerning in lessons he may be put on a Report Card. An Academic report Card may be used if there are associated academic concerns. He takes this card to each class placing it on the teacher's desk at the beginning of the lesson. The staff will fill it in with relevant observations and sign it before giving it back at the end of each period. The card is taken home each day for parents to read and sign. An assigned adult will inspect the card at the end of school or each morning. The card operates for an agreed number of days/weeks.

### **Mini Detentions**

These are for more minor, routine offences. However, each incident will still be acknowledged and accompanied by a discussion. The boy's name, misdemeanour and the date must be entered on iSams electronically and is then collected by the Deputy Head Pupil Welfare and Head of Senior School who will supervise them. Form teachers are informed and mini detention sessions take place for 30 minutes at break time twice a week. A boy receiving two mini detentions in a term will be given an extra piece of work to complete at home signed by parents. A formal meeting may be arranged with a boy who receives three mini detentions. Parents will be informed and possibly involved in the discussion. Five mini detentions during an academic year will normally result in a full School Detention.

### **Holding Pens**

A system, similar to the mini detention, operates in the Middle School for minor, routine offences. Parents are alerted, through the parent 'portal', each time a Holding Pen is given and the reason for it. Boys who receive a Holding Pen spend half an hour, on a Wednesday morning, with the Head of Middle School. If a boy was to receive regular Holding Pens then an after school detention maybe required- this, though, is not a regular occurrence in the Middle School. Some form teachers also operate a 'strike' system. A 'Lost Property' Pen sanction also exists for boys who regularly leave belongings such as school equipment, stationery or kit lying around.

### **Detention**

Detention operates in both the Senior and Middle School. Detention in the Senior School takes place once a week from between 4pm and 5pm, with a member of SLT. In the Middle School detention is from 3.50pm to 4.50pm with the Head of Middle School. Detention operates for serious breaches of discipline and parents are sent home a standard slip, signed by the Headmaster providing details and 24 hours notice.

## **Other Sanctions**

Minor offences in the playground area should be dealt with by one of the two staff members on duty. Tidying up duties in the school playground, changing rooms, Old Library area or classrooms may be a suitable sanction. Other on the spot minor offences can result in a discussion, a firm word, a letter of apology, an appropriate essay or tidying up duties. Staff on the scene should endeavour to deal with such offences and inform the form teacher soon after.

Sending a boy out of class should be avoided if at all possible. If there is no other course of action, the boy should be sent out with a note to report to the Headmaster or a Deputy Head. If neither is available, the boy should report to the School Office, where his name will be recorded and he should then be sent to read in the Pit area/ Old Library. Boys in the Middle School should be sent to the Head of Middle School. The school is aware that there might also be an occasion when a boy is found to have made a malicious accusation against a member of staff perhaps as a result of a fall out or some disciplinary action. Further disciplinary action may follow.

## **Exclusions**

### **Internal Exclusion**

Internal exclusion may be used as a serious sanction in a situation such as continued disruption of lessons by a pupil or small group of pupils. It will normally be used after other sanctions have failed to improve the situation, and will follow a clear warning to the pupil and his parents.

Internal exclusion means that a pupil will not attend lessons for a period of time (normally between one day and a week) and will be given academic work to do under adult supervision within the school for that period. His exclusion may be from certain specified subjects or from all subjects. The decision to exclude will be taken by the Headmaster or (in his absence) by a Deputy Head, the Head of the Middle School or the Head of the Junior School as appropriate.

The person taking the decision will communicate it, with reasons, to the pupil's parents in advance.

### **External Exclusion (Suspension)**

External exclusion means that a boy will be excluded from school for a period, normally between one day and one week (but up to two weeks in exceptional circumstances). The boy will remain at home and will be the responsibility of his parents during this period, but if appropriate the school may give school work to be completed in the time that he is away from school.

External exclusion will be used in serious situations such as continued or aggravated bullying, theft or other serious transgressions requiring a strong and immediate sanction. In most instances it will follow a previous sanction or sanctions as above, including a detention or detentions and possibly an internal exclusion, and a clear warning to the pupil and his parents that further problems of a similar nature will lead to external exclusion. In extreme circumstances, however, including a very serious incident of physical aggression or bullying or a criminal act, external exclusion may be used as a sanction with no previous warning given.

The Headmaster will decide on an external exclusion, or in his absence a Deputy Head, the Head of the Middle school or the Head of the Junior School as appropriate. The person taking that decision will communicate it immediately with reasons to the pupil's parents and to the

Chairman of Governors. The communication will be followed within two working days by written notice to the boy's parents of the external exclusion.

### **Permanent Exclusion**

In extreme circumstances of gross misconduct, or following evidence that a boy has failed to respond to other sanctions and encouragement, the Headmaster may decide that the continued presence at the school of a pupil is prejudicial to the welfare and education of other pupils and that it is necessary to exclude that pupil permanently.

This decision will be made by the Headmaster only, following consultation with the relevant members of the school's Senior Leadership Team and with the prior agreement of the Chairman of Governors.

The decision, with reasons, will be communicated by the Headmaster to the parents of the pupil concerned, who will then have the right to a personal meeting with the Headmaster within three working days of the decision being communicated to them. The Headmaster will then use his best offices in the circumstances to help the parents find alternative education for their son at a similar school of good standing.

Parents are entitled to ask for a Governors' Review of a decision to expel or to require the pupil to leave for disciplinary reasons. The form of application for a review and the review procedures will be supplied to parents on request at the time of the original decision.

### **Governors' Role**

During the school year discussions take place in order to update this policy, ensuring that the policy is implemented effectively and sanctions are adopted when appropriate. Records are kept for all sanctions.

## **CONCLUSION**

Teachers are recommended to use words of encouragement and rewards generously, in order to build up boys' sense of confidence and self-worth. They should use the sanctions available sensibly and sparingly, and only when needed to ensure the levels of good behaviour and discipline which are crucial to children's happiness, safety and learning.

Recent documentation consulted : DfE Guidance 2014 Behaviour and Discipline in Schools  
(revised September 2018)

Equality Act 2010