



THE HALL SCHOOL

Behaviour Policy

Policy to promote good behaviour and set out the sanctions for misbehaviour

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Introduction

At The Hall, we promote a whole school values- based education where the whole school community strives towards promoting and maintaining our Five Values (Fig.1) in a positive culture and ethos which encourages praise, encouragement and recognition of good practice, behaviour for learning and community spirit.

Such an environment should be developed through the recognition and encouragement of good behaviour using positive words and specific 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 Guidance'. 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 school events 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 are clear expectations in place (please see Fig 2 - behaviour for learning expectations) for inside and outside behaviour and staff are equipped and supported to manage effectively pupils' not meeting these expectations.

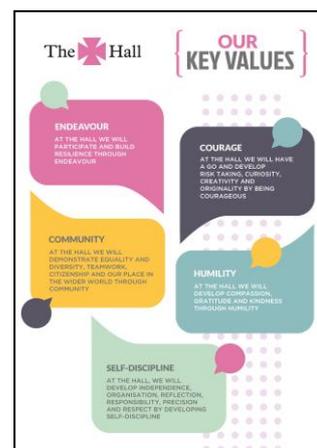


Figure 1.

Figure 2



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. Staff are continually encouraged to share ideas of **'good practice'** at relevant staff meetings.

Good behaviour is essential 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 as promoted in our school values.

Boys at The Hall are expected to 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 shared expectations and the same standards of behaviour are expected both at school and at home.

Physical Intervention

Our Core Statement is based on that of Camden Learning and Children's Safeguarding and Social Work

Physical intervention and restraint on pupils should only be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property or to deal with serious classroom disruption. Decisions on when to use physical intervention is a matter of professional judgement and any intervention or restraint should be proportionate and reasonable in the context of the perceived risk and in the pupil's best interests. This would normally be after de-escalation strategies have failed. Should such an intervention be required the school should record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved

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/Deputy Head –Pupil Welfare
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 linked).

Rewards

Junior School

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:

Junior School pupils are awarded house points in the form of tokens for displaying thoughtful, kind and helpful actions. They are also awarded for good work and effort. Every term, the school council gives 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 outside the school office. 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. Cups are given at Special Assemblies each half term (in front of parents and staff) to reward our values.

Golden Book

During assembly every Friday 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.

Positions of Responsibility:

Junior School Pupils are given opportunities to take on positions of responsibility throughout the year. This allows them to lead by example, be good role models and demonstrate positive behaviour to other boys. Positions of responsibility include School Council, Form Captain, House Captain and Green Team.

Promoting Positive Behaviour:

Each teacher applies their own incentive schemes for further motivation to reward the boys. Each class teacher uses their own version of a generic behaviour management system seen below.

Excellent
Good / Very good
Expected
Warning
Unacceptable / Sanction

This system allows an opportunity to take at least 2 steps towards positive behaviour and a warning before a sanction is imposed.

If a boy reaches Excellent he receives two house points. If a boy gets two Excellent grades in one half term they get two house points and a postcard home from the Head of the Junior School. After three they get five house points and a special mention in the Headmaster's assembly.

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 The School Council, 'Buddies and Talk Partners', The Kindness Tree and WITS.

Sanctions

If a boy reaches the Unacceptable/ Sanction he may have a House Point token removed. If a boy loses two points in one half term he has to see the teacher in charge of his house. After three he sees the Deputy Head of the Junior School, at which point it is recorded on CPOMS. Each boy has a fresh start each half term.

Age appropriate sanctions are used for unsatisfactory behaviour, this might include having minutes taken off playtime or being sent to another class for a time out. They may also be sent to the Head of the Junior School who may inform parents if necessary. Individual behaviour programmes are put into place as appropriate in conjunction with parents.

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 Head of Senior School. 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. The boys in Year 8 have a separate form competition for credits in the Autumn Term and house competition in the Spring Term.

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 by his form teacher. 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 Head of Senior School who will supervise them. Form teachers are informed and mini detention sessions take place for 30 minutes at break time once a week. A formal meeting may be arranged with a boy who receives three mini detentions and parents will be informed. Five mini detentions during an academic year will normally result in a full School Detention. Staff are encouraged to arrange their own personal sanction with a boy for a minor/first misdemeanour eg: detaining a boy at break for ten minutes before escalating to a Mini Detention. This initiative works well.

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, one morning break, 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.

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 notified 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. 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 the Head of the Senior School, 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 should 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 the Head of the Senior School, 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 Chair 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 Chair 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 further 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. Full details can be found in the School Exclusion Policy.

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 and there is an annual analysis of types of misdemeanours and patterns of behaviour. The results are likely to impact a focus for the following academic year.

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

