

Discipline Policy: The Whole School Policy including EYFS and Boarding **(includes exclusions)**

Also see Safeguarding, Anti-Bullying Strategy and E Safety policy as well as the Code of Conduct for staff in the staff handbook.

Here at Hall Grove School, boys and girls are prepared for further stages of their education and for their lives as adults. Children and adults meet as pupils and teachers in the classroom, on the games field and in many other situations, formal and informal. If all are to live happily together and if the young are to enter adulthood with self-discipline, rules must be made and followed. This policy has been written with regard to DfE advice in 'Behaviour and Discipline in School 2014' and the **SEND Code of Practice 2015**. The Headmaster and SLT review policy and procedures on a regular basis to ensure that staff, pupils and parents are clear of the sanctions involved in the event of pupil misbehaviour and that they are implemented effectively. Records are kept on Hall Grove Manger of all serious incidents and the sanctions imposed. Corporal punishment is prohibited. Good behaviour is promoted in a number of ways including assemblies, PSHE lessons, use of the diary, contact with form staff, the code of conduct, the school values and motto and the high expectations of the staff regarding positive behaviour.

The Hall Grove values form the basis for displays around the school to remind staff, pupils and parents of the behaviour expectations.

Be kind and gentle	Be hard working
Be respectful	Be honest and truthful
Be a good listener	Be polite and thoughtful

In addition to this, every boy or girl in Years 3-8 carries a diary containing a copy of the School's Code of Conduct and Complaints Procedure, which says:

Code of Conduct

Always...

- be aware of your actions & respect others.

Never...

- cause hurt
- spoil a chance to learn
- make community life difficult
- damage or take property.

In an emergency...

- find an adult calmly but quickly.

Complaints procedure

You must make your feelings known if...

- you are being bullied
- you have been treated unfairly or harshly
- your property has been taken or damaged.

You might choose to speak to a member of Staff, such as your Form Teacher/Tutor, the School Nurses, the Head of Boarding, Head of Section or Headmaster. Take a friend with you for support if you wish. You may well find that the Staff are aware of your problem or that there is a simple explanation.

You may use the telephone in our School Nurses' room. Next to the phone are the numbers for Childline, the Independent Listener and Surrey Social Services.

- ***Do not be afraid.***
- ***If you do not tell someone, they will never know.***

The School Motto

Fais ce que dois, advienne que pourra

means....

Do your duty, come what may.

School Rules

Additionally, there are specific rules prohibiting some actions and requiring others, which are taught to the pupils and maintained by practice. They include some restrictions, on clothing and personal possessions, which remove an element of competition from School life.

Prohibited

1. Bullying.
2. Bad language.
3. Fighting.
4. Any dangerous play.
5. Rough games, running or throwing indoors or near buildings.
6. Going to areas of the school which are deemed or marked 'Out of Bounds'. The children are given regular reminders of these areas and new pupils are informed of these areas on arrival at the school. Supervising staff (at breaks, games, after school, between lessons, during boarding hours or in lessons) patrol and prohibit pupils going to areas which are deemed 'Out of Bounds' (see policy). Temporary 'Out of Bounds' areas (for example, due to on-going works or a specific temporary hazard) are announced to staff by the Headmaster and this information is disseminated to pupils via assembly and through form staff.
7. Wearing make-up.
8. Jewellery (only stud earrings are allowed).
9. Leaving litter.
10. Talking when silence is needed.
11. Wasting time between lessons.
12. Certain valuables
13. Using another's property unless lent it by the owner. Clothes should never be lent.
14. Buying, selling or exchanging.
15. Extra food/tuck ('packed meals' are only brought and eaten under School direction or by agreement with the School Nurses for specific medical or dietary reasons).
16. Leaving the School unless with an authorised person.

Required

1. Clean, tidy uniform, worn at all times except when specifically excused.
2. Proper greeting and leave-taking: always inform a member of Staff before leaving.
3. General courtesy.
4. Punctuality.
5. Appropriate equipment to all lessons.
6. Silence, whenever being addressed by an adult.
7. Tidiness, beginning with personal property.
8. Good behaviour at meal times and in meal queues.

REWARDS

Rewards across the school vary from subject to subject and section to section however all aspects of the reward system are consistently implemented by all teachers in a manner which ensures that all children are treated fairly within year groups.

Types of rewards include: **stars, ticks, blue dots, honourable mentions, colours, ties, badges, stickers, stamps, music points and end of year prizes.** The explanations below will demonstrate how these systems marry into each other and ensure that all children are given fair appreciation and encouragement across and within all year groups.

Honourable Mentions

All sections of the school operate 'Honourable Mentions'. These are 'end of term' awards (in Autumn and Spring terms) to two children in each class nominated by the class teacher. All-round effort, achievement, improvement,

citizenship and character form the basis of these awards. In the first two terms of the academic year, Honourable Mentions can be used to award children who may not be awarded major prizes at Prize Giving.

Upper School Rewards Policy

Ticks: these are awarded for consistent good work over a period of time or for particularly good contributions in class. Teachers should place/write a 'Tick' on the piece of work for which it is awarded (or, in the case of oral contributions) on to a sheet of paper and sign it into the diary. Helpful / good behaviour will continue to earn ticks as before. A child might be sent up to the Headmaster/Section Head if they produce a particularly outstanding piece of work.

In Music, peripatetic teachers and staff who take ensembles award Music Points – three of these make a tick.

Other awards and prizes:

Ties are awarded for consistent and sustained Academic, Music and Sporting excellence. The pupil must show exceptional commitment and attainment in their area.

The End of Year Prizes (cups, books and medals) are awarded at Prize Giving Day for outstanding ability in their area. There are prizes for academic subjects (usually books or book tokens) but also for non-academic subjects (e.g. Music, Drama, Art, Sport) and personal qualities such as Leadership or Citizenship.

Middle School Rewards Policy

Every child in Middle School is allocated to a house.

Stars/Stickers

Children are given stars/stickers for good pieces of work, pleasing effort in lessons or unprompted acts of kindness or helpfulness. This allows teachers to reward small acts of good behaviour in a clear, meaningful way.

House points

House points are seen as a major achievement and worthy of praise by form teachers. They may be earned by:

- achieving 3 stars
- producing a very good piece of work
- an outstanding act of good behaviour, such as putting themselves out to help teachers or their peer
- being awarded a Middle School Certificate
- Victory in Inter-house competitions.

Children will often be awarded a house point for their contributions to their termly class assemblies.

Middle School Certificates

Every half term, teachers choose 1 or 2 children in their form who are worthy of a certificate. This may be for good work, a conscientious or determined attitude to their work, a personal achievement or any positive contribution to the Form. This is awarded in the Wednesday Middle School assembly, where the reason for the award is briefly explained, and applauded, as motivation for others.

Pre-Prep Department Rewards Policy (including EYFS)

Stars, Stickers, Stamps and class charts

The Pre-Prep staff are aware that young children require immediate feedback and rewards for excellent work, effort or behaviour and therefore we have a range of rewards (stars, stickers and stamps) that are either put on the children's work or worn by the children. The teachers always ensure that the children are clearly told the reason for receiving the reward. Most of the classrooms display a chart explaining what children can receive rewards for e.g. helpfulness, good manners, excellent work, effort etc.

Individual class systems run alongside these rewards. They are devised by the class teachers and assistants e.g. apple on the tree in Reception and names moving up a ladder or collecting stars in Year 1. Children are rewarded through stickers or tokens for collecting 10 stars, staying on the apple tree or climbing to the top of the ladder.

Celebration Assembly

Every Friday afternoon the Pre-Prep Department gather together to share examples of good work, conscientious attitudes, helpful or kind deeds and successes of various kinds. Each class teacher takes it in turn to lead this assembly. Then two children from each class are chosen by their teachers to show, explain or demonstrate pieces of good work, positive behaviour etc. to all of the children and staff. Their photo is displayed for the week on the Pre-Prep Celebration board.

Bees of Behaviour

Each week a child from each class to selected by their class teacher to be awarded a special bee and certificate for following the Pre-Prep 'Bees of Behaviour'. These reflect the school values and were drawn up with the children. They are displayed in each classrooms and include:

Be kind and gentle

Be hard working

Be respectful

Be honest and truthful

Be a good listener

Be polite and thoughtful

Sports Department

Blue dots and Red dots

Within the PE and Sports department, a system of blue and red 'dots' is operated. Blue dots are used as positive rewards whereas red dots are used to deter low level misbehaviour and to encourage good organisation of kit. Three blue dots equates to a tick and three red dots equates to a cross. This operates across the whole school.

Colours

These can be awarded for exceptional contributors to a team. Generally only a few of these are awarded each season.

The Badge System (based on ticks and crosses system)

Operated in the Middle School and Upper School under the same policy. It is recorded in the pupil's diary. Coordinated and operated through the House System by House Staff.

There are four badges awarded:

Total score = Total ticks minus total crosses

1) The Shield is the top award and will be awarded to the top scorer per house in each class (Years 3 - 5) and in each year group (Years 6 - 8), i.e. 12 shields will be awarded per house, one in each year group in Years 3 - 8.



2) The 'three stripe' badge will be awarded to the top 10% of scorers in each year group. i.e. in a year group of 60, 6 children of any house will get this badge in the whole year group. These could all be from one house!

3) The 'two stripe' badge will be awarded to the next 20% of scorers in each year group. i.e. in a year group of 60, 8 children of any house will get this badge in the whole year group. These could all be from one house!

4) The 'one stripe' badge will be awarded to the next 30% of scorers in each year group. i.e. in a year group of 60, 12 children of any house will get this badge in the whole year group. These could all be from one house!



A child who is awarded The Shield, cannot be awarded another badge.

This approach means that at least 70% of every year group will receive a badge of some kind, twice per term.

Study Tutors (in the Upper School) and Form Teachers (in the Middle School) collect ticks and crosses from children on the Wednesday before the following House Meeting. Score totals for each child will be entered by staff on Hall Grove Manager. The Section Heads will then collate the data, identify badge winners and produce running totals for each house in time for the next House Meeting.

At the following House Meeting, the new scores are announced. **Badges need to be handed back** and new badges are issued, corresponding to the new round of scores. At this point, it is up to the House Staff as to whether they take badges out of circulation due to 'wear and tear'. House Staff are responsible for keeping track of badges and accounting for numbers and losses.

If a child is concerned about the state of their badge, they can have it replaced by one of their House Staff.

SANCTIONS

Middle School and Upper School

Infringement of the letter or the spirit of School rules may simply be corrected with a verbal warning. When the nature of the deed or the manner of the culprit make it appropriate, the child's action will be recorded in the pupil's diary and noted with a formal warning or a cross and a suitable further sanction may be imposed. This record is regularly read by the pupil's Form Teacher and Study Tutor who may decide that the pattern of behaviour is such that further action needs to be taken (teachers should use their judgement). This could be, for example:

- curtailing free time
- giving a Detention (which may be supervised by the Head of Section)

Any child receiving a third cross in a half-term must report at the next break to their form teacher and present the record for inspection and action, normally Detention at morning break or lunch-break with the Head of Section. If a child should receive six crosses in a half term, then often an 'After-School Detention' is administered by the Head of Section and a formal letter may be written to the child's parents, inviting them to discuss their child's behavioural pattern. It is at the discretion of the Head of Section and Headmaster whether this is necessary or not. A child's parents will ALWAYS be contacted if their child has received six crosses in a half term.

Whenever it is appropriate to inform the parents of what is happening and enlist their support for the action intended, consideration may be given to further action such as:

- putting the child on a 'Report' card; (see further explanation)
- close monitoring of the child
- revocation of certain privileges

If an incident occurs during a lesson, a child may be sent down to the Headmaster/Section Head with a brief note explaining the misdemeanour.

In Pre-Prep

- A firm talking to and discussion about the issue involved
- Time-out in the classroom
- A consequence appropriate to the class system, e.g. apple off the tree, completing work in another teacher's classroom, held back from the start of playtime to discuss issue or sitting with another class at lunch. These are imposed by the class teacher as appropriate. All children are made aware of this as they start in the class.
- For repeat incidents, or serious incidents such as physical contact or bad language, the child should be taken to the Head of Pre-Prep
- The class teacher records incident on Hall Grove Manager and the actions to be taken
- Parents are informed of any persistent misbehaviour in the classroom
- The Headmaster becomes involved after all the above steps have been followed

The Head of Pre-Prep is responsible for the behaviour management in the EYFS and will liaise with other colleagues and professionals as necessary.

Recording Events in Misbehaviour

Hall Grove Manager has a section for recording incidents involving a child's behaviour. Staff can record the date, time, details of the event and the action that is taken. This record is then maintained against the child's profile whilst they remain at the school.

Any serious misbehaviour will be dealt with by the Head of Section in liaison with relevant staff and the Headmaster, taking into account the best interests of parties involved and the community as a whole. The Head of Pre-Prep is responsible for the behaviour management in EYFS and TASC Co-ordinator oversees that of TASC, they will liaise with other colleagues and professionals as necessary. The Head of Boarding is responsible for boarders. Children who are still unwilling or unable to co-operate will be sent to the Headmaster. Parents will be kept fully informed in all cases of serious or repetitive misconduct. Under certain circumstances the Headmaster reserves the right to suspend, exclude or expel the child in question.

The School Nurses are also kept fully informed of proceedings, measures and actions which arise from disciplinary issues.

In accordance with our Equal Opportunities policy and the Equality Act 2010, reasonable adjustments to sanctions imposed are made to those children with specific SEND. The SENCo works closely with all form teachers, parents, School Nurses and external agencies such as Educational Psychologists, therapists and Surrey school advisers to ensure systems are in place which match the needs of each child.

For Pupils' who make Malicious Accusations against Staff

- This type of behaviour is treated at the most serious level. All allegations made against staff are investigated by the Headmaster, or by the Section Head alongside Dr John Cook (an independent adviser) if it is against the Headmaster.
- If an allegation is found to be intentionally factitious and malicious, the Headmaster will decide what the proper sanction will be for the pupil who made the false allegation. He will include the Section Head when considering what action to take. The school has the power to suspend or expel pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.
- No matter what the outcome is of an allegation made against staff, the school will review the case to see if there are any improvements that can be made in its practice or policy that may help to prevent similar cases in the future.
- If an allegation is made against a member of staff it must be reported immediately to the CPLOs (one of whom is the Headmaster) and a thorough investigation will take place. This will be led by the CPLOs, after consultation with the LADO, or in the most serious cases, the police. The LADO must be consulted within one day of the allegation being made. The member of staff concerned will be temporarily suspended until the investigation is complete. In the absence of the Headmaster, or if the allegation is against the Headmaster (and proprietor), then the other CPLO must be informed immediately.

In line with Surrey Safeguarding Children's Board procedures,

Suspension should only be considered if one or more of the following apply:

- A child or children are at risk of significant harm
- The allegation warrants investigation by the police
- The allegation is so serious that dismissal / gross misconduct is possible

If the allegation is proven to be true, the staff disciplinary procedure is followed.

Special Educational Needs

When children have repeated problems with misbehaviour this can be considered as a special need. It may be necessary to draw up a behaviour plan of individual aims for some children. This should be in consultation with the parents. Any such plan must be in keeping with the school and class reward system and sanctions. It is important that for this group of children that full records of incidents are kept in order that problem areas or times of day can be pinpointed and action taken.

- The policy provides that any pupil's special educational need, of whatever type, will be taken into account when sanctions are used and the type of sanction potentially adjusted accordingly.
- (duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils;

- support systems for pupils;
- liaison with parents and other agencies;

Suspensions and Exclusions

The Headmaster reserves the right to administer a suspension and/or exclusion in extreme cases of poor behaviour. Parents attend a meeting with the Headmaster and Section Head to discuss the incident/pattern of behaviour and agree the way forward. Each case is treated on an individual basis.

Physical Intervention

The administration of corporal punishment is prohibited by any member of staff acting in 'loco parentis', whether paid, a volunteer or from an external agency. Staff may use 'physical intervention' to avert an immediate danger of personal injury. This could involve ...

- guiding a child to safety by the arm
- removing disruptive children from the classroom where they have refused to follow an instruction
- preventing a child leaving a room to keep them safe and prevent disruptive behaviour to others
- restraining a pupil to prevent injury

Reasonable adjustments are made for any pupil with specific special educational needs or disabilities.

Training is given to staff when required. Serious incidents requiring staff to physically intervene are recorded in Hall Grove Manager and reported to parents on the same day. Any complaints made by a pupil following a member of staff intervening with 'reasonable force' will adhere to the procedure outlined in the complaints policy.

The DFE document 'Reasonable force' provides staff with guidance towards what is acceptable and has been used to shape the staff Code of Conduct in the Staff Handbook.

Physical intervention for resolving a behavioural conflict is separate to other necessary physical contact in school, e.g. comforting an upset pupil, congratulating a pupil, demonstrating the use of a musical instrument or physical exercise or giving first aid. Guidance for physical contact with pupils is given to staff in the Staff Handbook and outlined in the Safeguarding Policy.

Boarding

Boarding at Hall Grove follows the same values as the school. The school anti-bullying and restraint policies are adhered to. The Head of Boarding deals with misbehaviour and liaises with the Headteacher where necessary. In the event that belongings need to be searched, two boarding adults will be present with the child and parents are consulted. This is fully explained to the child as part of the boarding induction. Records are logged of any behaviour incidents on Hall Grove Manager, alongside their records kept during the school day.

Written by Section Heads Sept 2015
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