

Discipline, Behaviour, Sanctions and Rewards Policy: **The Whole School Policy including EYFS and Boarding** **(includes exclusions)**

This policy has been written with regard to DfE advice in 'Behaviour and Discipline in School 2016' and the SEND Code of Practice 2015. Also see Safeguarding Policy, Anti-Bullying Strategy and Online Safety policy as well as the Code of Conduct for staff in the Staff Handbook. In this policy the expression "the Headmaster" shall mean the Headmaster or the person from time to time acting in the capacity of Headmaster in his absence whether temporarily or for the long term, and whether male or female.

1. OUR ETHOS

1.1 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 applies here at Hall Grove School and also to pupils away from the school premises, for example, at Battisborough House, on school trips or when attending sports matches at other schools. Boarding at Hall Grove follows the same values and adopts the same discipline and rewards policy as the school itself.

Hall Grove encourages good behaviour through a combination of high expectations and an ethos of discipline and mutual respect, together with praise for good behaviour and sanctions for poor behaviour. 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. Teachers use behaviour strategies in their management of the classroom and best efforts are used to ensure a fair and consistent approach is taken to discipline, taking account of the age and level of understanding of the pupils concerned.

The Headmaster and SMT review policy and procedures on a regular basis to ensure that staff, pupils and parents are clear about the sanctions involved in the event of pupil misbehaviour and that they are implemented effectively. Records are kept on iSAMS of all serious incidents and the sanctions imposed. Corporal punishment is prohibited.

1.2 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

1.3 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 Pastoral Care 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.

2. 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.

2.1 Prohibited

- a. Bullying including cyber-bullying and sexting.
- b. Bad language.
- c. Fighting.
- d. Any dangerous play.
- e. Rough games, running or throwing indoors or near buildings.
- f. 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.
- g. Wearing make-up.
- h. Jewellery (only stud earrings are allowed).
- i. Leaving litter.
- j. Talking when silence is needed.
- k. Wasting time between lessons.
- l. Certain valuables such as mobile phones, tablets, cameras and other such electronic devices, except where express permission has been given.
- m. Using another's property unless lent it by the owner. Clothes should never be lent.
- n. Buying, selling or exchanging.
- o. 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).
- p. Leaving the School unless with an authorised person.
- q. Knives and weapons
- r. Alcohol, illegal drugs, so-called 'legal highs', cigarettes, tobacco, vaping equipment
- s. Pornography

2.2 Required

- a. Clean, tidy uniform, worn at all times except when specifically excused.
- b. Proper greeting and leave-taking: always inform a member of Staff before leaving.
- c. General courtesy.
- d. Punctuality.
- e. Appropriate equipment to all lessons.
- f. Silence, whenever being addressed by an adult.
- g. Tidiness, beginning with personal property.
- h. Good behaviour at meal times and in meal queues.

2.3 Searching and Confiscation

Staff will seek the pupil's consent but may conduct searches of a pupil and/or a pupil's property without consent where there is reason to believe that prohibited items have been brought into school. Parental consent is not required for a search. Wherever possible, a search of a pupil will be carried out by a staff member of the same sex as the pupil and with another staff member present as a witness. This also applies at Battisborough House, on other residential or day trips, on school transport and any other location where pupils are under the control and charge of the school.

Staff have the power to confiscate, retain or dispose of prohibited items in a pupil's possession if it is reasonable in the circumstances. Certain items, if found, are required by law to be handed over to the police. In other cases, the school and its staff will consider if and when a prohibited item should be returned to the pupil. If an electronic device is found in the course of a search and it is considered that there is good reason to do so, such as a reasonable suspicion that it has or may be used to cause harm, disrupt teaching or break the school rules, then staff may examine any data or files on the device. Alcohol, drugs, 'legal highs', knives and weapons, pornography, cigarettes, tobacco and vaping equipment will not be returned to the pupil and may be delivered to the police and/or disposed of as appropriate in accordance with DfE guidance and the law. Parents will be informed where a search has found alcohol, illegal drugs or potentially harmful substances. Depending on the circumstances and what has been found, sanctions under this Policy may be imposed. In serious cases, suspension or exclusion may be appropriate.

Complaints about searching will be dealt with through the Complaints Procedure.

3. 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, 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.

3.1 Rewards Policy for Years 5/6 and Years 7/8

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/Deputy Head/Section Leader 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.

3.2 Rewards Policy for Years 3 and 4

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

House points

House points are seen as a major achievement and worthy of praise by form teachers. House points are recorded in the pupil's diary. They may be earned by:

1. achieving 3 stars in one subject
2. producing a very good piece of work
3. an outstanding act of good behaviour, such as putting themselves out to help teachers or their peers
4. any other worthy effort or achievement; such as music practice or tracking their reading at home

Children will also often be awarded house points for their contributions to class assemblies and drama productions.

Certificates

Every half term, form teachers choose 3 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 Lower Juniors assembly, where the reason for the award is explained, and applauded, as a reward for their efforts.

Honourable Mentions

At the end of every term, form teachers choose 3 children in their form to receive an honourable mention. This is a special award to reward excellent effort, achievement or progress over the term. This is awarded in a whole school assembly by the Headmaster.

3.3 Sports Department

The Sports department follow the rewards system appropriate to each year group. In Years 3 and 4, the classroom reward system is used as well as giving ticks in diaries. From Year 5 upwards children are rewarded with ticks which they collect later by bringing their diaries to staff.

Colours

Within the PE and Sports department, Colours can be awarded for exceptional contributors to a team. Generally only a few of these are awarded each season.

3.4 The Badge System (based on ticks and crosses system)

Operated from Year 3 upwards where every child is allocated to a house. Badges are awarded in house meetings which take place every half term based on the number of house points earned over the half term. The total number of house points is the total number of ticks less the total number of crosses.

There are four badges awarded:

The Shield is the top award and will be awarded to the top 3 points earners per house in each year group in Years 3 and 4, and the top points earner per house in each year group in Years 5 to 8.



The 'three stripe' badge will be awarded to the 4th highest points earner per house in each year group in Years 3 and 4, and the 2nd highest points earner per house in each year group in Years 5 to 8.

The 'two stripe' badge will be awarded to the 5th highest points earner per house in each year group in Years 3 and 4, and the 3rd highest points earner per house in each year group in Years 5 to 8.

The 'one stripe' badge will be awarded to the 6th highest points earner per house in each year group in Years 3 and 4, and the 4th highest points earner per house in each year group in Years 5 to 8.



In the event of a tie, all children on the tied score will earn the badge and the places are adjusted thereafter. For example, two children in Year 4 tie for the 'three stripe' badge as the 4th highest points earners for their house. Both children receive a 'three stripe' badge and the next badge awarded is for 6th place and is therefore a 'one stripe' badge.

3.5 EYFS and Years 1/2 Rewards Policy

Stars, Stickers, Stamps and class charts

The 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 Reception, Year 1 and 2 children and staff 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 celebration board.

Bees of Behaviour

Each week a child from each class is selected by their class teacher to be awarded a special bee and certificate for following the '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

4. SANCTIONS

Where a sanction is considered appropriate, it will be proportionate and reasonable in the circumstances, taking account of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

4.1 Years 3-8

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

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 Pastoral Care/Head of Girls/Deputy Head. If a child should receive six crosses in a half term, then often an 'After-School Detention' is administered by the Head of Pastoral Care/Head of Girls/Deputy Head and a formal letter may be written to the child's parents, inviting them to a meeting discuss their child's behavioural pattern. It is at the discretion of the Head of Pastoral Care/Deputy Head and Headmaster whether this is necessary or not. A child's parents will ALWAYS be informed if their child has received six crosses in a half term even if a meeting is not considered necessary.

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/Deputy Head/Head of Pastoral Care/Head of Girls with a brief note explaining the misdemeanour.

4.2 In EYFS and Years 1 and 2

- 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 Pastoral
- The class teacher records the incident on iSAMS 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 relevant Section Leader is responsible for behaviour management in the EYFS and Years 1 and 2, and will liaise with the Head of Pastoral Care and other colleagues and professionals as necessary.

4.3 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/Deputy Head and Head of Pastoral Care/Head of Girls to discuss the incident/pattern of behaviour and agree the way forward. Each case is treated on an individual basis.

4.4 Recording Events of Misbehaviour

iSAMS 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 Pastoral Care/Deputy Head in liaison with relevant staff and the Headmaster, taking into account the best interests of the parties involved and the community as a whole. 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, and will consider whether the behaviour in question gives cause to suspect a child is suffering, or likely to suffer, significant harm, in which case the Safeguarding Policy will be followed.

In accordance with our Equal Opportunities and Accessibility Plan 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.

5. ALLEGATIONS AGAINST MEMBERS OF STAFF

5.1 Allegations against Members of Staff

If an allegation is made against a member of staff it must be reported immediately to the DSL/Deputy DSLs and a thorough investigation will take place. This will be led by the DSL, 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 then the Deputy DSL must be informed immediately. If the allegation is against the Headmaster, the LADO must immediately be informed and the matter will be investigated by the Head of Pastoral Care/Deputy Head alongside an independent listener chosen by the Deputy Head in his absolute discretion.

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. No matter what the outcome of an allegation against a staff member, the school will review the case to see if there are any improvements that can be made in its practice or policies that may help prevent similar cases in the future.

5.2 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 Head of Pastoral Care/Deputy Head alongside an independent listener chosen by the Deputy Head in his absolute discretion 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 Deputy Head and Head of Pastoral Care/Head of Girls 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.

6. 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.
- The school complies with its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and considers how reasonable adjustments are made for these pupils.
- support systems may be needed for pupils
- The school liaises with parents and external agencies as appropriate.

7. PHYSICAL INTERVENTION

7.1 Hall Grove School does not use corporal punishment. 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. However 'physical intervention' may be necessary in certain circumstances. Staff may use reasonable force to avert an immediate danger of personal injury, damage to property and to maintain good order and discipline. 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

The DfE guidance 'Use of Reasonable Force' July 2013 provides staff with guidance on what is acceptable and has been used to shape the Staff Code of Conduct in the Staff Handbook.

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 iSAMS 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 above and to the Complaints Procedure.

7.2 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.

7.3 The law states that the Headteacher and other authorised school staff may also use reasonable force when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Searches for other items prohibited by the School rules may be carried out without consent but force will not be used. A record of a search carried out without consent using reasonable force will be kept on the pupil's school record on ISAMS. A central record will also be kept.

8. BOARDING

Boarding at Hall Grove follows the same values and adopts the same discipline and rewards policy as the school itself. The Anti-Bullying Strategy and Safeguarding Policy are implemented. The Head of Boarding deals with misbehaviour and liaises with the Headteacher where necessary. In the event that belongings need to be searched, two members of staff will be present. Records are logged of any behaviour incidents on iSAMS, alongside the pupil's records kept during the school day.

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