



Halliford
School
SHEPPERTON

Behaviour Management Policy

October 2018

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Mission Statement

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.

We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high quality teaching and learning, outstanding pastoral care and first class sporting, cultural and extra-curricular opportunities.

Introduction

Key Precepts

Three precepts are central to the moral code and idea of good citizenship which Halliford seeks to encourage. These precepts should be kept in mind when dealing with any discipline and behavioural issues. They are:

- Showing respect for other people
- Being honest in all one's dealings with others
- Taking responsibility for one's own actions

Aims

Most discipline and behavioural issues at Halliford are usually of a minor nature and can be dealt with by individual teachers as part of their normal duties. Occasionally, this ceases to be the case. The two main purposes of the procedures outlined below are to provide :

- A supportive framework for the consistent management of behaviour
- Guidance to staff when faced with behaviour and discipline issues

Scale

The issue or incident ceases to be of a minor nature when it is either clearly more serious or when a student, despite attempts to get him to moderate his behaviour, persists in behaving in a disruptive and/or inappropriate manner. If in doubt as to how serious an incident is the member of staff concerned should consult with the Senior Tutor or Deputy Head Pastoral.

General Principles

The key principles to bear in mind when dealing with student discipline and behaviour are:

- To deal with an incident using the school's policy
- To not feel the need to work in isolation and use the support available
- To be fair and consistent
- To liaise with other relevant members of staff at the earliest opportunity
- To keep a record (with copy on file) of incidents and how they were dealt with
- To involve parents and get their support where appropriate

Positive Reinforcement

Crucial to the development of civilised behaviour in young people is the use of 'positive reinforcement' whenever possible. The rewarding and encouraging of good behaviour is more likely to result in a change for the better and in steady improvement than endless criticism. This does not mean that bad behaviour should not be confronted but that on its own it is not enough. The overwhelming majority of people respond positively to praise and recognition. It is often those whose behaviour is the most difficult who respond best to positive reinforcement. Staff are encouraged to find and praise the positive in all students but especially in those where it is least evident. Formally this is done through a clear Rewards process (please see below).

Standard Procedures

The following procedures, while not intended to be rigidly prescriptive, are those which are expected to have been gone through before a problem is referred to the Deputy Heads and/or Headmaster. However, if in the judgement of the individual teacher, the problem is so serious and/or so immediate as to require the involvement of the Deputy Heads, they should not feel constrained from making an immediate referral.

- a. Deal with minor offences using the sanctions available (see below). In most cases there is little need to go beyond this.
- b. If unclear as to why a student is behaving badly or not working consult the Form Tutor. He/she will have some background knowledge which may assist in solving the problem.
- c. If despite actions taken, the behaviour continues the **parents should be informed**. A telephone call may be the best method, write an email or arrange to see them. This will normally be done, after consultation with the HoD and/or HoH.
- d. If a student persists in not working or in behaving badly it is sometimes useful to run a **teacher detention** whereby the student is kept behind at break, lunchtime or after school at the behest of and under the supervision of the teacher concerned. Parents must be given 48 hours notice for an after school detention.
- e. If a student is being so disruptive in class that the whole lesson is being undermined they should be **sent out of the class**. They **must not** be left in a corridor but are to be sent to the Deputy Heads or Senior Tutor who will then deal with the situation. They should be sent with a brief note explaining the circumstances.

- f. The teacher concerned should see the Deputy Head Pastoral at the earliest opportunity in order to give them the full background and to decide on the way ahead. The Form Tutor and HoD should also be consulted. The way ahead will depend upon whether the incident is a ‘one off’ or part of a wider pattern.
- g. In cases of repeated inadequate work or misbehaviour the teacher can ask the Tutor to place the student concerned on a Tutor’s Report card. The card will indicate whether it is for academic work or behaviour. It is the responsibility of the Tutor to inform the parents. They are required to sign the card.
- h. Once a student has acquired 5 behaviour points they will be placed into school detention automatically. If a teacher feels that their behaviour or work points a school detention before they have 5 work points this can be arranged via the relevant Head of House.
- i. Once a student gets more than two school detentions they will automatically be placed in a Headmaster’s Saturday morning detention.

Types of Offence

Offences can be divided into minor and serious offences. The lists below do not pretend to be complete. They merely aim to provide helpful guidance. Minor offences can become serious when they persist and become part of a disruptive and/or negative pattern of behaviour.

Minor Offences: Set out below is a list of minor offences:

- Late, incomplete or not attempted work
- Absence and unpunctuality
- Low level misbehaviour in class
- Low level dishonesty
- Teasing or poor behaviour towards fellow students
- Chewing gum
- Improperly dressed
- Failure to attend lessons with the correct books and equipment
- Displaying bad manners to a member of staff
- Rowdiness in the corridors, classrooms or playground
- Littering

Serious Offences: Set out below is a list of serious offences:

- Serious classroom disruption
- Serious ill manners and rudeness to a member of staff
- Generally disruptive and anti-social behaviour
- Malicious damage to school or individual property
- Substance abuse of any kind
- Fighting and/or being in possession of any offensive weapon
- Stealing
- Cheating
- Persistent lying
- Serious and/or persistent bullying
- Internet, Email or mobile telephone abuse
- **Persistent behaviour that shows students do not accept the values and standard of the School and do not value the School community**
- **Criminal Acts**
- **Wilful acts calculated to cause damage to the School, its community or any of its members**

Sanctions

Minor Sanctions

The minor sanctions available to all staff are as follows:

- Work, Behaviour and Uniform Points
- Teacher detention
- Email home to parents/guardians
- School detention
- Form Tutor's Report Card – these are held by the Heads of House
- Head of House Report Card
- Senior Tutor Report Card

Major Sanctions

The major sanctions for use in the event of serious misbehaviour are only available to the Headmaster/Deputy Heads or the Headmaster alone. All are accompanied by communication with parents/guardians including a letter home.

They are as follows:

- Deputy Head's Report Card
- Headmaster's Report Card
- Headmaster's Detention
- Exclusion from lessons for the rest of the day
- Internal Suspension where a student is removed from lessons and break times
- Suspension from School for a fixed term
- Removal from the School
- Expulsion from the School

Points and Merits

A particularly effective way of recognising a student's good performance or conduct is not only for the teacher concerned to congratulate the student personally but also to mention this to a relevant member of staff (Form Tutor, Head of House, Head of Department, etc.) who can then also congratulate the student. This creates a positive climate in which students feel their efforts are known and appreciated. Verbal praise and written praise are given for good work and examples of students' work are displayed in classrooms and around the School and reflected in Merits.

Merits

Merits are given in reward for positive efforts and work attitudes, as well as for good behaviour and for being helpful. The fact that there are many pages in the student planner reflects the School's philosophy towards the nurturing of a happy and hard-working community.

Merits are also given for non-academic reasons.

Merits are entered into the student planner.

At 50 Merits, students are congratulated by the Head of House

At 100 Merits, students are congratulated by the Senior Tutor

At 150 Merits, students are congratulated by the Deputy Head

At 200 Merits, students meet with the Headmaster

Benes

Benes are awarded for an outstanding piece of work and are presented by the Headmaster in assembly.

The accumulation of 6 Benes results in a Bene Prize.

- Students must record all Merits obtained in their planners and these are collated by their Form Tutor for members of their form
- Teachers record Points on School Base, and these are monitored regularly by the Form Tutor and weekly by the Pastoral Team.

Behaviour Points

These are given for minor or first offences – such as talking in class.

5 of these in a term immediately triggers a School detention.

Work points

These are given for minor or first offences – such as not handing in homework or poor effort.

An accumulation of these leads to a student being placed on report.

Exclusion from Lessons

Students may be excluded from lessons when their behaviour is such that it is disrupting the teaching of the class. In the first instance, a teacher should seek support from an available colleague / Head of Department in the classroom area and if necessary ask them to supervise the student or to take them to see the Deputy Heads or Senior Tutor who may then return them back to the class. At no point should a student or class be left unsupervised. Telephones are available in offices throughout the teaching area to summon support if required. Alternatively staff may e-mail members of SMT to summon assistance if this is easier.

Should such disruptive behaviour persist the Deputy Head may decide on a subsequent occasion to exclude the student from the remainder of the day's lessons. In this instance, the student will be placed under supervision with work to do. Should the behaviour be limited to a particular class but continue to persist the option of excluding the student from those classes for a fixed period of time might be invoked. Should this be the case the decision would be taken by the Headmaster and the parents would be invited to a meeting.

Internal Suspension

Suspension is only used for a serious or persistent misbehaviour. It can only be issued by the Headmaster or in his absence by the Deputy Heads. The following procedures will be used when an internal suspension is issued:

- Parents will be fully informed of the reasons for the suspension by phone and letter
- Parents will be told of the length of the suspension & re-admission arrangements
- The student will be kept in isolation under the supervision of a member of staff
- Work will be provided for the student to complete during the internal suspension
- The student will be required to write letters of apology when appropriate
- Students may be set other tasks by the Deputy Heads, including community service related tasks.
- The student will see the Headmaster or the Deputy before returning to class

External Suspension

Suspension is only used for a serious or persistent misbehaviour. It can only be issued by the Headmaster or in his absence by the Deputy Heads. The following procedures will be used when an external suspension is issued:

- Parents will be contacted to ensure someone can collect/receive the student
- Parents will be fully informed of the reasons for the suspension by phone and letter
- Parents will be told of the length of the suspension & re-admission arrangements
- For a suspension lasting longer than two days work will be set and sent home
- The student will be required to write letters of apology when appropriate
- For a suspension longer than two days the student will be required to return with a set of targets they would like to achieve and an essay on how they intend to improve
- Students may be set other tasks by the Headmaster and the Deputy Head Pastoral

- On return the student will see the Headmaster or the Deputy before returning to class

Any student subject to a suspension longer than two days will usually receive a written warning as to their future conduct. In some cases this may be a final warning as to their position in the School.

Written Warning

Written communication is provided to parents when the behaviour of their child is such that they are likely either to be suspended or, in exceptional cases, is jeopardising their continued presence in the School.

- a. In the event of a student behaving in a way which makes a suspension likely or receiving a first brief suspension parents and guardians will usually be sent a letter warning them that if their child continues to behave badly he/she will be suspended or, in the case of a brief suspension, be suspended for a longer period. Any such written warning will be time limited and contain advice on how the student can help put matters right. When a warning is issued there would be a meeting with the parents/guardians concerned to plan the best way forward.
- b. In exceptional cases where all efforts to moderate and improve the behaviour of a student seem to be making no headway it may become necessary to issue a final warning i.e. should their behaviour fail to improve they would be required to leave the School. Such a warning would also be time limited and would always involve a formal meeting with the parents/guardians concerned to plan the best way ahead.

Removal or Expulsion from the School

In cases of very serious or grave breaches of discipline the Headmaster may require a student to be removed from the School or may expel a student directly. In either occasion this will be after consultation with the Chairman of Governors and a full investigation of the circumstances. The detailed policy and procedures are set out in the Expulsion Procedures document.

- a. **Removal from the School:** The requirement to remove a student from the school will be for a very serious breach of school discipline such that their continued position in the school has become untenable because their presence is a threat to the education or well-being of others or because their behaviour has shown that they do not accept the values and standards of the School and do not value the school community. Should the parents and guardians refuse to do so the Headmaster will be within his rights to move to expulsion.
- b. **Expulsion:** Expulsion will be used for a grave breach of discipline when the behaviour of a student is either criminal or a wilful act calculated to cause damage to the School, its community or any of its members. Theft and the bringing onto or use of illegal drugs on the premises of the School or on any School trip will usually result in automatic expulsion.

Record Keeping

Staff **MUST** keep records of all punishments issued and the details of all incidents. This will enable patterns of behaviour to be identified as well as providing evidence in the case of persistent offenders. The Head of House will keep a central record of files accessible to the SMT, whilst the Deputy Head Pastoral will keep a serious incident file, along with a bullying log and E safety log.

The school keeps a central record of sanctions imposed for serious disciplinary offences. The record is kept by the Headmaster's PA.

Involvement of Parents and Guardians

Parents and guardians who accept a place for their child at Halliford School undertake to uphold the school's policies. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

Staff will liaise with parents where concerns are identified.

The Role of Parents

The school strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child, both inside and outside the school.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately.

By working collaboratively with parents, students receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. Parents should not become angry publically, and if they have a problem this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order.

All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

Involvement of Students

Our experience shows that the ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them, in assemblies, form time and via the School Council which meets regularly.

We aim to create an atmosphere where students behave with courtesy, consideration and respect for other people and their property and the environment and where students are able to strive for and give of their best:

- Students' good behaviour is a whole school responsibility
- Students are clear about the guidelines and standards expected of them. This is explained in The School Rules and through PSHEE.
- Good communication verbal and written.
- The Form Tutor is key and parents need to be fully involved in an active dialogue with them.

Consistency

To enable students and staff to be clear about the scope of this policy staff will receive training at induction and thereafter. Students will be told the principles of the policy each academic year, usually in assembly.

Key behaviour guidelines are on display in form rooms.

In all circumstances, staff will expect all students to:

- behave with courtesy and consideration for other people – all staff, other students, parents and visitors.
- respect other people's property as well as their general environment and the fabric of the buildings
- take responsibility for their own actions. This includes refraining from using offensive or foul language and behaving in an anti-social manner
- respond co-operatively to instructions from staff and prefects
- dress according to the uniform policy and to be smart and well presented at all times
- walk sensibly and quietly in the buildings
- put rubbish and litter into the bins
- only to have food and drink in the appropriate areas of the school
- refrain from chewing gum or spitting
- use social media and the internet in accordance with the terms of the school's E-Safety policy

In addition, in lessons staff will expect all students to:

- be punctual and enter classrooms sensibly
- bring the appropriate books, equipment or games kit to every lesson
- listen, follow instructions and remain quiet when asked
- contribute to the lesson positively
- respect the right of other students to learn and teachers to teach
- complete classwork and homework to the best of their ability
- record homework tasks in their planners

Involvement of Prefects

Prefects, who are appointed in part to help the staff run the School, are a part of its discipline structure. Prefects do not impose sanctions but may require students to take certain actions (which include requiring students to see a member of staff in order for a disciplinary matter to be dealt with). Students are expected to comply.

Duties under the Equality Act 2010 and supporting students with Special Educational Needs and / or Disabilities (SEND)

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and SEND. In particular we take account of SEND when considering behaviour, discipline and sanctions.

Adjustments will be made according to the children's individual specific needs, where required. Particular consideration will be given to those students with special educational needs or disability when considering behaviour, discipline and sanctions including exclusion.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's SEN policy. Furthermore there will be no discrimination on the basis of special educational needs or disability, gender, race, religion, belief, culture, sexual or LGBT orientation. The school will always take account of any special educational needs when considering whether or not to exclude a student. Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. We will pay particular attention as well to the needs of Looked After Children. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the student.

Liaison with External Agencies

The School has strong links with outside agencies including resources such as counselling and specialist behavioural management consultants. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. The school also has access to educational psychologists and the education behavioural services.

The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Behaviour Outside School

Students' behaviour outside school on educational visits and sports fixtures is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before students attend residential visits that acknowledge, in cases of serious bad behaviour, they will collect their child from the venue.

The Headmaster will not allow students to participate in an educational visit (including residential visits) if their behaviour at school indicates that the student's presence on the activity will be prejudicial to good order and/or safety. Any serious offences whilst on an educational visit will result in the parents having to collect their student from the venue at their own expense.

Any student found to show misbehaviour or bullying outside the school gates (including students travelling to/from school, on an educational visit, wearing school uniform externally, or where a student can be identified such as through an email, etc.) that is witnessed by a staff member or is reported to the Headmaster will be subject to proportionate disciplinary measures.

External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another student or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Major Sanctions process mentioned above and could lead to a requirement to remove the student from the School.

Disciplinary action against students who are found to have made a malicious accusation against a member of staff

Malicious accusations against our staff are not acceptable and are taken very seriously. If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the student concerned is in need of services or support. The matter will also be dealt with by the school under its disciplinary procedures for serious misconduct.

Staff Training

The training of staff is essential to the provision of a positive environment. Non-teaching and teaching staff are included in all staff INSET where there is a relevance to the behaviour policy. The induction of new staff is regarded as vital, with the induction programme providing opportunities to discuss the behaviour management policy. All staff, especially Newly Qualified Teachers are observed every half term (or more regularly if needed) and provision made to develop behaviour management techniques as appropriate.

Physical Restraint

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a student in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- "Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)"
- "Causing personal injury to any person (including the student themselves)"
- "Causing damage to the property of any person (including the student themselves)"
- "Prejudicing the maintenance of good order and discipline at the school, and among any students receiving education at the school, whether during a teaching session or otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"
- "Any other person whom the head teacher has authorised to have control or charge of students"

Subject to the requirements for reasonable force laid out in the paragraph, any member of staff is authorised to use physical restraint if a child is in immediate danger.

At Halliford School all staff will be trained and authorised in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing student behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. It is also made clear that they should not threaten the use of physical force. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance entitled 'Restraint' which includes:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"
- "The chances of achieving the desired result by other means"
- "The relative risks associated with physical intervention compared with using other strategies"

Every member of staff will inform the Deputy Head (Pastoral) immediately after he/she has needed to restrain a student physically. The school will always inform a parent when it has been necessary to use physical restraint and invite them to the school, so that we can, if necessary, agree plans for managing that individual student's behaviour. This should be done as soon as is reasonably practicable.

Searching, Screening and Confiscation

While students have the right to expect a reasonable level of privacy, the Headmaster and staff at Halliford School have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item or may cause harm to themselves or others.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
- mobile phones or devices containing images or messages that are reasonably thought to cause harm.

If a member of staff suspects that a student is carrying any of the above items then they will inform the Deputy Heads / Headmaster. At this point the Deputy Heads / Headmaster will convene a group of staff and the decision to search a student will be decided should it be deemed necessary and is justified. Searches are to be conducted by two members of staff authorised by the Headmaster, ideally with the consent of the student. A search may be conducted without written consent if the Headmaster deems it is necessary and reasonable to do so.

Monitoring and Evaluation

The Governing Body review this policy annually and monitor its effective implementation and the record keeping of serious sanctions.

This policy is reviewed annually and whenever legislative advice is issued by the DfE and ISI. It is reviewed annually in the Summer Term by members of the Safeguarding Committee under the guidance of the governor responsible for Safeguarding.

Pastoral oversight and implementation of the policy across the school is regularly made by the Deputy Heads and Senior Tutor. The use of rewards and sanctions is regularly discussed at School Council. Their ideas are fed back to the SMT and their ideas are incorporated into the policy to improve both the nature and awarding of the rewards and sanctions used. Heads of Department are responsible for the academic monitoring of this policy.