

Hulme Hall Grammar School



Behaviour and Discipline Policy

Policy Control	
Report	Behaviour & Discipline Policy
Approval Body	Education Committee
Date Reviewed	September 2018
Review Schedule	Bi-Annual
Next Review Date	September 2020

This is a whole school policy and also refers to the Early Years' Foundation Stage (EYFS)

Further guidance can be obtained from the DfE "Behaviour and Discipline in Schools" (2016)

Importance of Good Behaviour & Discipline

Good behaviour & discipline are vital parts of school life and are necessary both for pupils to be able to learn and for their safety and well-being. The school believes that good behaviour and discipline instils the correct values into pupils, namely, respect for others and their property, honesty, trust, fairness, self-respect and self-discipline. In turn, this helps young pupils to develop into responsible adults.

Effective discipline is an important feature of personal and social development and has a positive influence upon pupil: teacher relationships. It serves to enhance the quality of learning in a school.

Our ground rules for behaviour & discipline are:

- All pupils have a right to learn.
- All teachers have a right to teach.
- Everybody has the right to fair treatment.
- Everybody has the right to safety.
- It is the responsibility of all members of the school's community to ensure that they behave in a manner that enables all to enjoy these rights.
- Good discipline is promoted by purposeful learning.
- Unacceptable behaviour will not be tolerated, but can be changed.

While discipline is essential for the well-being of the school and all its members, it is also important for the public image of the school. Pupils are therefore expected to behave in a manner worthy of the school at all times.

The vast majority of pupils respond to encouragement. We should aim to be positive and to highlight good behaviour. All sanctions are only useful if applied sparingly. Their deterrent effect is reduced if over-used.

Behaviour & Discipline for SEND Pupils

In line with the Equality Act 2010, school recognises that reasonable adjustments should be made to support the behaviour of pupils with special educational needs/disabilities (SEND).

Teachers are trained to prevent challenging behaviours being displayed by young people with ASC (Autism Spectrum Condition) and other SEND. Staff seek to identify the underlying cause of the behaviour (for example an unmet SEND) and put in place measures to address the cause, to prevent the behaviour re-occurring. This allows 'triggers' for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening, and ensures that children who are displaying challenging behaviour because of an underlying disability or SEND are not discriminated against.

Some pupils, such as those with ASC, may react in an unexpected way to the use of force as a result of their disability – e.g. If they have sensory issues. To minimise the risk of injury and avoid exacerbating the incident de-escalation techniques should always be the first option in volatile situations, keeping the use of force as a last resort. Any pupil whose behaviour is at risk of harm / risk of harming others may be subject to reasonable force. Such measures would always be outlined in an individual pupil behaviour plan and be agreed with parents / carers.

School uses additional resources and support systems to help individual SEND behaviours such as Occupational Therapy/ Counselling/SALT / Autism Team/ CAMHS / HYM/ ADHD Nurse. We also run a weekly Social Thinking Group for targeted support for some individuals.

Role of the Governing Body

The Governing Body has a key role in promoting the ethos and values that the school holds as important.

Role of the Headmaster

The Headmaster is directly responsible to the Governing Body for ensuring that good behaviour and discipline are an integral part of the way in which the school and its pupils are managed. The Headmaster must lead by example in these areas to ensure that the school can attain its aims.

Role of the Teacher

The subject teacher is responsible for the behaviour of the class during lessons and for ensuring that work is completed to the required standard.

All teachers should have consistent expectations about the way in which pupils should behave. A key ingredient of good discipline is having a positive teacher: pupil relationship. Staff can help to sustain a school's discipline policy by accepting responsibility for pupil behaviour outside the classroom as well as inside and by accepting responsibility for all pupils, not simply those of their own form or teaching groups. Most importantly, there must be consistent standards of discipline throughout the school (punctuality, lining up procedures, movement between lessons), and common strategies for dealing with problems as and when they arise.

Teachers must be reflective practitioners. If a teacher is experiencing difficulty in maintaining effective classroom management, it is important for him / her to reflect upon their teaching strategy, consult a line manager or observe another teacher in action. Often, a few simple changes in approach can remove the source of the problem.

Teachers should try to avoid:

- humiliating pupils - this breeds resentment;
- over-reacting - the problems will grow;
- over-using sanctions - their deterrent effect will be reduced;
- being inconsistent - children need to know where they stand;
- issuing vague instructions - this can lead to misunderstanding.

It is the role of teachers to ensure that all pupils adhere to the Codes of Conduct as detailed in:

- I. The Senior Guide
- II. The Staff Handbook.

Any member of staff who identifies a pupil as misbehaving, has a responsibility to draw the child's attention to this fact.

Any incident involving misbehaviour resulting in some form of punishment will be recorded in the MIS.

Any conversation or meeting between a member of staff and a pupil's parent/carer, on matters of behaviour, must be minuted and recorded on the MIS.

The following types of behaviour will result in the application of appropriate sanctions and will be recorded in the pupil's personal and pastoral files:

- physical assault
- bullying (see also the Anti-Bullying Policy for details)
- misbehaviour in class
- theft
- bad language
- persistently disregarding an instruction

This list is not exhaustive.

Pupils who persistently misbehave in class and who fail to heed the warnings issued by their teacher, will be reported to a member of the SLT. An appropriate sanction will be applied. If a pupil is sent out of a lesson, the Headmaster will be informed (see Staff Handbook for procedures relating to pupils sent out of lesson).

The Role of Parents

The vast majority of parents are interested in their children's education and are supportive of the school's aims in promoting good discipline amongst its pupils. Parents and teachers are key partners in education. Good communication and co-operation between the two is essential. Parents are therefore advised to bring any concerns to the attention of the teaching and/or pastoral staff immediately. It is expected that parents will respect the authority of the school and its representatives.

Liaison with parents is central to an effective behaviour and discipline policy. Parents are contacted with both 'good news' – eg informed of Merits totals on Pupil Progress Records / Positive e mails home / Praise Postcards / Thank You lettersand also 'bad news' e.g a note in the pupil planner/ an e mail home about lunchtime detention / a phonecall from the Form Tutor or Key Stage Manager if poor behaviour persists and begins to have an adverse effect on teaching and learning.

Managing Pupils' Transition

Whether transferring to Hulme Hall at the start of an academic year or mid year, pupil behaviour is assessed through a number of interventions to ensure that the parents and pupils feel supported and understood. Pupils may attend Assessment Morning / have Taster Days / references are always called for from their previous setting / HHGS staff may attend current setting if they have an EHCP and it is deemed appropriate to have a transition meeting or observation / behaviour plans may be necessary to help the pupil acclimatise to their new surroundings.

School Rules

Rules must lie at the heart of the school's discipline policy. The rules are a means of introducing parents and pupils to the values that the school considers to be important. The Codes of Conduct will be discussed and reinforced regularly by form tutors, subject teachers and in assemblies. **Parents and pupils can refer to these rules via the information given in the Homework Diary and on the School website.**

Rewards and Sanctions

a. Rewards

The Merit System operates in both the JLC & Senior School in order to recognise attainment, effort and the general contribution that a pupil makes to the life of the school. The Merit System is our current method of promoting good behaviour and positive attitude to school life.

Pupils exchange merits for raffle tickets where they are entered into a termly prize draw.

In the JLC, 'Golden Time' operates for the final 30 minutes on Friday afternoons. Pupils, who have qualified for 'Golden Time' by virtue of their effort and behaviour during the week, may follow a recreational activity of their choice during this session.

b. Sanctions and Punishments

The behaviour of the vast majority of our pupils is excellent. Therefore, the issue of behaviour must be kept in perspective. We should aim to work positively with the minority of pupils persistently misbehave.

Generally, a few words to the offender is sufficient and certainly, in the first instance, any sanctions (assuming that the offence was not of a more serious nature), should be administered by the teacher. Consistency is vitally important.

The School operates a traffic light system for behaviour in the Senior School. All pupils will have their planner on a green page at the start of the lesson, any inappropriate behaviour may lead to the page being moved to amber, any further incidents would lead to the page being moved to red. After this a pupil would be sent out of the lesson.

There are additionally a range of sanctions that can be applied as appropriate to the seriousness of the offence:

- change of seating position in the classroom
- withdrawal of privileges
- carrying out a useful task in school
- inform parents of behaviour (telephone, meeting or through homework diary)
- formal behaviour report for a prescribed period of time, to be completed on a daily basis by parents and teachers
- withholding participation in school trips or sports events that are not part of the National Curriculum (in some circumstances, the school will reserve the right to withhold participation in visits connected to the National Curriculum if it is felt that the pupil's behaviour may endanger the safety of the group)
- lunchtime detention and Headmaster's detention (Friday 3.30-4.30pm) in Senior School
 - loss of playtime, loss of 'Golden Time' in Junior School
- sending out of lesson
- referral to Key Stage Managers and SLT /or Headmaster for Behaviour Action Plan

- formal interview with Parents, Key Stage Manager and Headmaster
- fixed term exclusion (suspension) at the discretion of the Headmaster
- permanent exclusion (expulsion) – Headmaster’s recommendation to the Governing Body.

Under no circumstances will corporal punishment be used.

Physical Restraint

Where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of ‘reasonable force’. Before intervening physically, staff should wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The staff member should continue to attempt to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. In such cases only the minimum force necessary will be used whilst maintaining a calm and measured approach.

Staff should not put themselves at risk of injury. In these circumstances, the staff member should remove the other pupils who may be at risk and seek assistance from a colleague or colleagues and if necessary telephone the police. Staff should inform the child/children that they have sent for help. Until assistance arrives, staff should continue to attempt to defuse the situation orally and try to prevent the situation from escalating.

There are a wide range of situations where force might be appropriate, or necessary, to control or restrain a child. They will fall into three broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury.
2. Where there is a developing risk of injury, or significant damage to property.
3. Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A child attacks a member of staff or another pupil
- Children are fighting
- A child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A child is running in the playground in a way in which he or she might have or cause an accident likely to injure him or herself or others
- A child absconds from a class or tries to leave school (N.B. this will only apply if a child could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category may include:

- A child persistently refuses to obey an order to leave a classroom.
- A child is behaving in a way that is seriously disrupting a lesson.

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils
- blocking a child's path
- holding
- pushing
- pulling
- leading a child by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back or in extreme circumstances, using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young child running off a pavement onto a busy road, or to prevent a child hitting someone, or throwing something. In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- Holding a child by the neck or collar, or in a way that may restrict their ability to breathe
- Slapping punching or kicking the child
- Twisting or forcing limbs against a joint
- Tripping up a child
- Holding or pulling a child by the hair or ear
- Holding a child face down on the ground

In the unlikely event of a staff member needing to use restrictive physical intervention, the following points should be noted:

- Restrictive physical intervention must be consistent with the concept of reasonable force
- The circumstances must warrant the use of force - The degree of force employed must be in proportion to the circumstances of the incident and the minimum to achieve the desired result.
- Avoid causing pain or injury
- Avoid holding or putting pressure on joints
- Do not hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

In the event that physical restraint is required to prevent pupils harming themselves or others, an incident report will be immediately written for the pupil's file and the Headmaster /SLT should be informed.

Serious Breaches of Conduct

The Headmaster or Senior Leadership Team (SLT) should be informed of any serious breaches of conduct. Serious breaches of conduct may involve:

- repeated verbal or physical abuse of another
- threatening behaviour (toward another pupil or a member of staff)
- repeated bad language
- serious disruption of lessons
- refusal to obey instructions issued by a teacher, disrespectful behaviour toward a member of staff
- theft
- making malicious accusations against staff

Where a serious incident has occurred or is alleged to have occurred, the Headmaster or SLT may immediately seek to involve the parents of those concerned.

The Headmaster or SLT will deal with serious breaches directly, particularly when a matter is brought to their attention which seems to have been ongoing for some time and where, other strategies have been unsuccessful.

All incidents reports and records of sanctions will be recorded on the MIS.

The Headmaster's decision on an issue of misconduct may result in the temporary or permanent exclusion of the child from school. An exclusion will only be imposed after a full investigation into the incident has been conducted. The Headmaster is the only member of staff with the authority to exclude a pupil from school.

Fixed –Term (Temporary) Exclusion.

This is generally awarded for ongoing repetition of an offence and where other guidance, warnings or sanctions have been unsuccessful.

Alternatively, such an exclusion could be applied to a more serious, single offence that merits suspension.

Such exclusions are for a short and 'fixed' period of time ie, normally up to a maximum one week .

There is no right of appeal against a Fixed Term Exclusion.

Permanent Exclusion

This is very much the last resort and will only be implemented for single or cumulative offences that are so serious as to merit this action.

In the event of permanent exclusion, the Headmaster will provide a 'Request for Review' form to the parents outlining the procedure to be adopted. In such a situation, it is envisaged that the majority of parents would wish to lodge an appeal against exclusion to the Review Panel.

The Headmaster will forward a report to the Governing Body recommending the permanent exclusion of the pupil. The Headmaster may not permanently exclude a pupil from school without authorisation from the Governing Body.

After consideration of the evidence, the Governing Body may choose to uphold or overturn the Headmaster's recommendation. The pupil will remain excluded from school until such time that the Governing Body has delivered its final decision.

The decision of the Governing Body is final and will not be subject to further review.

[For further details see the **Exclusion and Appeals / Review Policy**].



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