



**Policy Title: Behaviour Policy 2024**

**Author: LR/SB**

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## **BEHAVIOUR POLICY:**

### **The Whole School Policy including EYFS and Boarding (includes Rewards and Sanctions)**

This policy applies to the whole school including EYFS and Boarding.

#### **1. Our Ethos**

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. 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 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. It also applies when children are not in school but are wearing Hall Grove uniform or in any circumstances where a pupil's conduct could adversely affect the reputation of the school. In all cases, it includes behaviour which takes place in person, online or in any other manner. 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. It is unrealistic to expect that every child will fulfil these expectations all of the time but children should continuously work towards demonstrating a good standard of behaviour. Where children make mistakes, we will work with them to learn from this. 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. Children learn what is expected of them through teaching and guidance and develop their understanding of the need to listen to and act upon the advice and guidance they receive from adults in the knowledge that they will be listened to.

Hall Grove has systems in place to support all pupils to meet behavioural expectations, including our Designated Safeguarding team, the Pastoral team, section leaders, form teachers, teaching assistants, Academic Enrichment and Learning Support team, Counsellor, Emotional Literacy Support Assistants and School Nurses. Where appropriate, at our discretion, we will report behaviour management issues to outside agencies including Children's Social Services, CAMHS and the Police and will take into account any advice or guidance received from them.

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 of all serious incidents and the sanctions imposed.

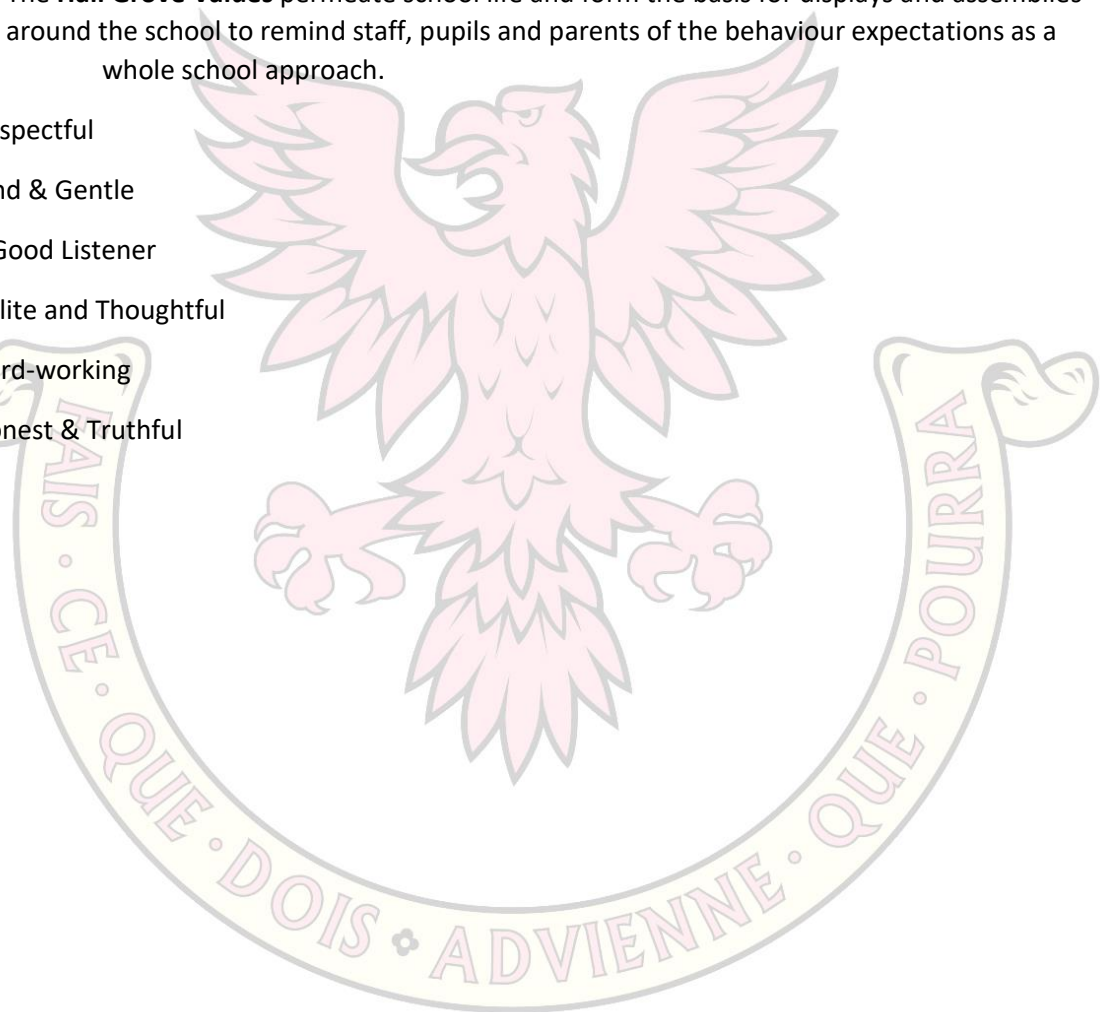
Corporal punishment is prohibited. We reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances in accordance with the guidance issued by the DfE, see Appendix 3.

## 2. Our Approach

2.1 Hall Grove aims to develop a culture of good behaviour, mutual understanding and respect through the Hall Grove Values, the Code of Conduct, the School Motto and our School Rules. We promote positive behaviour through a system of age-appropriate Rewards which vary across the school. We respond to instances where conduct falls below expectations through a system of age-appropriate Sanctions which vary so as to be appropriate to the circumstances of a particular situation. Further details of our system of Rewards and Sanctions are set out later in this Policy.

2.2 The **Hall Grove Values** permeate school life and form the basis for displays and assemblies around the school to remind staff, pupils and parents of the behaviour expectations as a whole school approach.

- \* Be Respectful
- \* Be Kind & Gentle
- \* Be a Good Listener
- \* Be Polite and Thoughtful
- \* Be Hard-working
- \* Be Honest & Truthful



- 2.3 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.

- 2.4 The **School Motto** is:

***Fais ce que dois, advienne que pourra***

Which means....

Do your duty, come what may.

## 3. School Rules

The School Rules add positive behaviours to the Hall Grove Values and School Motto, and include a list of negative behaviours and prohibited items which cannot be tolerated in our school community. Children are taught about behaviour expectations from the outset of their time at Hall Grove and supported to fulfil them.

- 3.1 Children are required to try to act in the following ways:

- a. Wear clean, tidy uniform at all times except when specifically excused.
- b. Hair should be either cut to above the collar line or, if kept long, tied back. Hair should be the individual's natural colour. We respect culture but not the following of fashion.
- c. Nails should be kept short and coloured nail varnish is not permitted.
- d. Give a proper greeting and departure: always inform a member of Staff and sign out at the School Office before leaving.
- e. Be generally courteous.
- f. Be punctual.
- g. Bring the appropriate equipment to all lessons.
- h. Listen in silence, whenever being addressed by an adult.
- i. Be tidy, beginning with personal property.
- j. Display good behaviour at meal times and in meal queues.
- k. Follow the routines for arrival and departure from School.

- l. Follow instructions given in relation to hygiene, handwashing or sanitising, and the use of toilets.
- m. Act in accordance with the Hall Grove Values.
- n. Follow instructions on the activities permitted at breaktime.

Hall Grove adopts a system of positive reinforcement of desired behaviours. Details of the Rewards at different stages of the school are set out in section 5 below.

### 3.2 Misbehaviour is defined as:

- Disrespecting personal and/or school property (including school uniform)
- Disruption in lessons, in areas between lessons, and at break and lunchtimes
- Failing to complete classwork or prep, or failing to follow instructions from staff
- Displaying a poor attitude
- Wearing incorrect uniform
- Failing to demonstrate the Hall Grove School Values
- Wearing make-up.
- Wearing jewellery (only stud earrings are allowed).
- Leaving litter.
- Talking when silence is needed.
- Wasting time between lessons.

### 3.3 Serious misbehaviour, whether in person or online, is prohibited and defined as:

- a. Repeated misbehaviour and/or breaches of the school rules
- b. Bullying including cyber-bullying (both inside and outside of school if there is an impact on school life).
- c. Using bad language, or displaying racist, sexist, homophobic or other discriminatory behaviour.
- d. Fighting.
- e. Any dangerous play
- f. Rough games, running or throwing indoors or near buildings.
- g. Going to areas of the school which are deemed or marked 'Out of Bounds'.
- h. Vandalism.
- i. Having certain valuables in school such as electronic devices, except where express permission has been given or, in the case of Senior pupils, it is a school-issued device for use on schoolwork.
- j. Misusing the school's IT systems.
- k. Using another's property unless lent it by the owner.
- l. Buying, selling or exchanging.
- m. Bringing in extra food/tuck ('packed meals' are only brought into school and eaten under School direction or by agreement with the School Nurses for specific medical or dietary reasons).
- n. Leaving the School unless with an authorised person and having notified the school office.
- o. Bringing knives and weapons into school.
- p. Bringing alcohol, illegal drugs, so-called 'legal highs', cigarettes, tobacco, vaping equipment into school.
- q. Smoking or vaping.
- r. Bringing pornography into school.
- s. Sexual violence or sexual assault.

- t. Sexual harassment, meaning unwanted conduct of a sexual nature, for example but not limited to, sexual comments, jokes or taunting, physical behaviour like interfering with clothes, or online sexual harassment, including but not limited to, unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- u. Poor conduct outside of school, for example but not limited to, bullying, criminal activity, online abuse.

3.4 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Please refer to the Anti-Bullying Strategy.

#### **4. Roles and Responsibilities**

##### Parents

On accepting a place at Hall Grove, parents undertake to support their child and the School in upholding the School Rules and the expected standards of behaviour. Parents should familiarise themselves with these and ensure their children understand the principles of them. We value a close relationship with parents and aim to work together where possible with parents and children where behaviour has fallen below our expectations.

Parents are expected to:

- Support their child in adhering to the required standards of behaviour
- Inform the school of any changes in circumstances which may affect their child's behaviour
- Discuss any behavioural concerns with their child's form teacher timeously.

##### All Staff

Staff are responsible for:

- Implementing this Policy consistently, calmly and with care
- Modelling positive behaviours, demonstrating the School Values in their own behaviour, and building relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Allowing pupils choice and time to modify their behaviour after a verbal warning unless the behaviour is sufficiently serious to make this inappropriate.
- Never walking on by when pupils display poor behaviour
- Recording behaviour incidents through CPOMS

##### Form Teachers and Heads of Section

Heads of Section and Form teachers implement this policy and provide focussed and continuous monitoring of Form pupils adherence to the policy. They report pupil performance according to school reporting timelines. They intervene with pupils and parents in support of the policy and discuss pupil behavioural performance in Section Meetings or as required by the Deputy Head Pastoral.

##### Deputy Head Pastoral

The Deputy Head Pastoral is responsible for writing, reviewing and implementing this Policy and, together with the SMT and SLT, for providing support, guidance and planning on how to improve an individual's behaviour. The Deputy Head Pastoral is responsible for investigating significant incidents in conjunction with the Headmaster and other staff as appropriate to the circumstances. The Deputy Head Pastoral uses CPOMS to maintain records of incidents, sanctions logs, records of searches and confiscated items.

### The Headmaster

The Headmaster is responsible for reviewing and approving this Policy. The Headmaster will ensure that the school environment encourages positive behaviour and that staff deal effectively and consistently with poor behaviour. The Headmaster will monitor how staff implement this policy to ensure Rewards and Sanctions are applied consistently, seeking the advice and guidance of other senior staff where appropriate.

### The Principal

The Principal is responsible for monitoring the effectiveness of this Policy and for holding the Headmaster to account for its implementation.

## **5. 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 teachers in a manner which ensures that all children are treated fairly within year groups.

### 5.1 Rewards Policy for Years 3 –8

<b>Reward</b>	<b>Reason Given</b>
House Points	House points are given to children when they are worthy of praise for academic achievement, behaviour and conduct.
Certificates	Twice per half term, form teachers choose a child in their form who they feel need to be recognised in some way. This maybe for academic efforts and/or achievements or strongly following our school values. These children will receive a certificate that is awarded in the section assembly.
Honourable Mentions	These are 'end of term' awards (in Autumn and Spring terms) to children in each class nominated by the form teacher. All-round effort, achievement, improvement, citizenship and character form the basis of these awards.
Colours	These are awarded to Senior pupils for consistent and sustained Sporting excellence. The pupil must show exceptional commitment and attainment in their area.

Ties	These are awarded to Senior pupils for consistent and sustained Academic and Music excellence.
Badges	Awarded at house meetings for house points, see 6.2.
End of Year Prizes	These 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, Contribution to the Community or Citizenship.

## 5.2 The Badge System (based on House Points system)

Operated from Year 3 upwards where every child is allocated to a school 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. Lost property is also managed once a week and each piece found in the Lost and Found on Fridays will result in deductions of house points.

There are four badges awarded:

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

**The 'three stripe' badge** will be awarded to the 2<sup>nd</sup> highest points earner per house in each year group in Years 3 to 8.

**The 'two stripe' badge** will be awarded to the 3<sup>rd</sup> highest points earner per house in each year group in Years 3 to 8.

**The 'one stripe' badge** will be awarded to the 4<sup>th</sup> highest points earner per house in each year group in Years 3 to 8.

In the event of a tie, all children on the tied score will earn the badge and the places are adjusted thereafter.

## 5.3 Rewards Policy for EYFS and Years 1 and 2



Young children require immediate feedback and rewards for excellent work, effort or behaviour. The teachers always ensure that the children are clearly told the reason for receiving the reward; for example, helpfulness, good manners, excellent work, effort, perseverance, resilience or having a 'can do' attitude towards activities and work.

Individual class systems run alongside these rewards. They are devised by the class teachers and assistants e.g. in Year 1 moving up a Star Chart. Children are rewarded through stickers or tokens for climbing to the top of the ladder.

Houses to be allocated to Year 1 at the end of the Summer Term based on academics, sport and music capabilities.

The 'Bees of Behaviour' reflect the school values and were drawn up with the children. They are displayed in each classroom.

Reward	Reason Given
Class rewards	In EYFS, Year 1 and 2, the children receive a collective reward, which is a piece of honey in their class pot, for showing collective behaviours based on the 'Bees of Behaviour'.
Stickers	In Year 1 and 2 the children receive individual stickers for: Learning Effort Resilience Focus and Concentration Kind Thoughtful Empathy Helpful
Celebration Assembly	<p>Every Friday afternoon Reception, Year 1, 2, 3 and 4 children and staff gather meet to share examples of good work, conscientious attitudes, helpful or kind deeds, and successes of various kinds.</p> <p>Bee of the Week/HG Values In Year 1 and 2 one child from each class is selected to be 'The Bee of the Week' for following the 'Bees of Behaviour.' The child receives a 'Bee of the Week' certificate. In Year 3 and 4 one child from each class is selected for an award linked to the Hall Grove values. The child receives a certificate.</p> <p>Learner of the Week One child from each class is selected to be 'Learners of the Week.' The children receive a certificate, and their photo is displayed for the week on the celebration board.</p>

## 6. Special Educational Needs and Safeguarding

6.1 Hall Grove recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. The SENCO and Deputy Head Pastoral will work in consultation with parents to evaluate pupils who exhibit challenging behaviour, seeking support and advice from specialist teachers and professionals. Where needs are identified, we will work with parents to create a behaviour plan which takes account of the pupil's needs and supports them to meet our behaviour expectations. Where a sanction is to be applied, the pupil's educational needs will be taken into account.

6.2 The school recognises that changes in behaviour may be an indicator that a pupil has safeguarding needs and may be in need of help or protection. Where this may be the case, we will follow the procedures in our Safeguarding and Child Protection policy. Where a sanction is to be applied, the pupil's safeguarding needs will be taken into account.

6.3 The school's safeguarding responsibilities apply to all of its pupils and it also owes a duty of care to its staff and all those on site. In cases where behaviour has fallen to a level where a major sanction is contemplated, the safeguarding of the whole school community will also be a factor in our decision-making.

## 7. Investigations (including Searching and Confiscation)

7.1 Where an incident of misbehaviour requires further investigation, this will take place as soon as practicable. Investigation may involve speaking to the individual concerned, staff members, and other children, as well as searching pupils and/or their possessions.

7.2 In exceptional circumstances, we may require a pupil to be absent from school whilst an incident which the Headmaster considers may result in the suspension or exclusion of one or more pupils, is being investigated. This is a neutral act to allow the investigation to take place and should not be seen as a pre-judgement of a situation. We will provide the pupil with work during such an absence.

7.3 Contextual Safeguarding. In dealing with misbehaviour, we will always consider the wider context and whether the misbehaviour raises any concerns for the welfare or safeguarding of the child, or whether any disruptive behaviour might be the result of educational or other needs. The Headmaster works closely with the Designated Safeguarding Lead and the DSL team, SENCO and other senior staff to ensure that relevant information has been shared and considered when making disciplinary decisions, particularly those involving possible suspension or permanent exclusion.

7.4 Reasonable Force. In accordance with DfE guidance, Hall Grove reserves the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances, in particular, to prevent them from hurting themselves or someone else, or from damaging

property. This will always be a last resort. Incidents of physical restraint will be recorded and reported to the parents of the individual concerned.

- 7.5 Searching. The School reserves the right to search pupils and their possessions which is conducted in accordance with the DfE's latest guidance. The Headmaster, or a member of staff authorised by the Headmaster, may search a pupil provided that there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search. The pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school. We may also search a pupil's possessions such as their schoolbag or sports bag.

In accordance with our Safeguarding and Child Protection Policy, before conducting the search, we will always consider whether any additional precautions or adjustments are needed by reference to the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or to cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any item prohibited by the School Rules, or there is a safeguarding concern.

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Headmaster (or authorised member of staff) is permitted to carry out a search of a pupil. The Headmaster (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present but only where it is not practical to summon another member of staff.

We will inform the pupil's parents of any search conducted after the event whether or not any prohibited items are found. Prior parental consent to undertake a search is not required. The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

- 7.6 Confiscation. A member of staff carrying out a search may confiscate any prohibited items, any item which may be evidence of a breach of the School Rules, any item which may be evidence of an offence, or any item which is otherwise harmful or detrimental to school discipline.

Where a search identifies prohibited items, they may be retained or disposed of by the member of staff but will not be returned to the pupil (apart from electronic devices, as to which see below). We will consider whether a sanction should be applied in accordance with this Policy. In the event that a search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in our Safeguarding and Child Protection Policy.

Controlled drugs will be delivered to the Police as soon as reasonably practicable. Substances that are not believed to be controlled drugs, but that are believed to be harmful or detrimental to good order or discipline, may still be confiscated by a member of staff. If

the School is uncertain as to the legal status of a substance, it will be treated as if it is controlled.

In respect of knives or weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where an electronic device is found during a search, it will be retained by the staff and returned to the pupil, usually at the end of the school day. Where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, if we consider that there is good reason to do so. Any such decision to search a pupil's device will be based on the professional judgement of the DSL and should always comply with the School's Child Protection and Safeguarding Policy. The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search. Parental consent to search through an electronic device is not required but they will be informed after the event, unless doing so presents a further risk to any pupil.

If, during a search of an electronic device, the School finds material which is of concern and it is reasonably suspected that the material has been, or could be, used to cause harm or commit a criminal offence, we will consider the need to retain the material as evidence of a criminal offence or a breach of school discipline and whether the police need to be involved. Depending on the content, we may be obliged to report the matter to the Police or other relevant authorities.

## **8. Sanctions**

Sanctions assist us in enforcing the School Values and School Rules, helping us to set boundaries and to manage unacceptable or challenging behaviour. If a sanction is considered appropriate, it will be fair, proportionate and reasonable in the circumstances, taking account of the findings of any investigation that has taken place, the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them as well as any safeguarding concerns and the needs of the school community as a whole. Corporal punishment is never used or threatened.

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.

Alongside the DSL and Pastoral team, 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 is a DDSL and member of the Pastoral team and works closely with all form teachers and parents, and external agencies such as Educational Psychologists, therapists, school counsellor and Surrey school advisers to ensure systems are in place which match the needs of each child.

8.1 Hall Grove uses a stepped approach to sanctions. This does not necessarily mean that every stage must be followed as a serious infringement of the School Rules would justify starting at a higher sanction level. At each stage, we work with the child to help them learn from their mistakes and improve their behaviour, using restorative practice and reflection. Appendix 1 contains further information on sanction short of suspension and expulsion at each stage of the school. The following chart is indicative of the stages of sanctions which may be imposed but is not prescriptive and does not limit our ability to take a different approach to suit particular circumstances.

Level	Sanction	Recording	Restoration
1	Verbal Reprimand	None	Teacher explains what went wrong, how to get it right next time and consequences of repeat behaviour.
2	Warning (either following 1 or 2 verbal reprimands, or on its own if a more serious infringement)	In Diary	Teacher explains what went wrong, how to get it right next time and consequences of repeat behaviour.
3	Cross (following a warning, or on its own if a more serious infringement)	In Diary	Teacher explains what went wrong, how to get it right next time and consequences of repeat behaviour. Repeated crosses may result in a meeting with parents. Letter to parents if three crosses are received in one half term. The pupil may be removed from participation in school events and activities.
4	Report Card	Chromebook or paper	Can be positive and negative.
5	Head of Section detention (following three crosses in one half term, or on its own if a more serious infringement)	In diary and on CPOMS	Discussion, coaching and reflection takes place during the detention. Reflection sheets are adapted to the circumstances. The pupil may be removed from participation in school events and activities.
6	Deputy Head Pastoral Detention after school	On CPOMS, letter to parents. Recorded on sanctions record.	Discussion, coaching and reflection takes place during the detention. Reflection sheets are adapted to the circumstances. The pupil may be removed from participation in school events and activities.
7	Senior Deputy Head Detention after school	On CPOMS, letter to parents. Meeting with parents. Recorded on sanctions record.	Discussion, coaching and reflection takes place during the detention. Reflection sheets are adapted to the circumstances. The pupil may be

			removed from participation in school events and activities.
8	Headmaster's Detention after school	On CPOMS, letter to parents. Meeting with parents. Recorded on sanctions record.	Discussion, coaching and reflection takes place during the detention. The pupil may be removed from participation in school events and activities.
9	Suspension (either internal or external, may be applied to certain aspects of school such as boarding, trips etc)	On CPOMS and iSAMS, letter to parents. Meeting with parents upon collection of the child. Recorded on sanctions record.	Internal suspension is held within school and may be considered if there is a safeguarding concern or if a child is boarding. On their return the pupil will meet with the Headmaster to show that they understand the consequences of their actions and expected future behaviour. The pupil may be removed from participation in school events and activities.
10	Permanent Exclusion	On CPOMS and iSAMS. Recorded in Pupil File.	It may be appropriate for reflection to take place in discussion with parents as part of the process.

## 8.2 Suspensions and Exclusions

The Headmaster reserves the right to suspend or, in serious and/or persistent cases, to exclude (expel) a pupil if in the Headmaster's absolute discretion a child's behaviour or conduct falls significantly below our behaviour expectations. Suspension and expulsion may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings. In an appropriate case, the Headmaster may decide to suspend, either for a fixed period or permanently, a pupil from boarding, either in combination with a suspension from day school or separately.

Each case is treated on an individual basis. Parents will be asked to meet with the Headmaster and other senior staff as part of the process. We will listen to what the parents and the pupil say. If the pupil wishes, their trusted adult may be present. The Headmaster will consult with senior staff, the DSL and SENCO, and with external agencies where appropriate and/or required. The process will be dealt with expeditiously but allowing sufficient time for due consideration of all issues.

The Headmaster, Senior Deputy Head and Deputy Head Pastoral, in liaison with other staff and external agencies where appropriate and/or required, will consider the best strategy for reintegrating a pupil following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. We will consider what support is needed to help the pupil return to school and meet the expected standards of behaviour. We will also take into account the safeguarding and support needs of the whole school community in rehabilitating the individual pupil.

An indicative list of more serious infringements of the School Rules which may justify suspension or exclusion is provided below. This is not prescriptive and there may be other behaviours, or accumulated behaviours, which justify this level of sanction. Equally, depending on the circumstances of the individual or the incident(s), and taking into account

the needs of the whole school community, a lesser or higher level of sanction may be decided upon following due consideration.

- Repeated misbehaviour and/or breaches of the school rules
- Bullying including cyber-bullying.
- Using bad language, or displaying racist, sexist, homophobic or other discriminatory behaviour.
- Fighting.
- Going to areas of the school which are deemed or marked 'Out of Bounds'.
- Vandalism.
- Theft
- Leaving the School unless with an authorised person and having notified the school office.
- Bringing knives and weapons into school.
- Bringing alcohol, illegal drugs, so-called 'legal highs', cigarettes, tobacco, vaping equipment into school.
- Smoking or vaping.
- Bringing pornography into school
- Sexual violence or sexual assault
- Sexual harassment.
- Poor conduct outside of school

We will consider with the parents the next steps for the child following exclusion, including finding the next school. The Headmaster will speak to the new school regarding the child and give the parents guidance on the process.

### 8.3 Required Removal due to Parental Behaviour

Parents are expected to model good behaviour in accordance with the Hall Grove Values and School Rules. The Headmaster reserves the right to require that a pupil is removed from the school in circumstances where the Headmaster considers in his absolute discretion that the behaviour or conduct of a parent is unreasonable. Examples of unreasonable behaviour by a parent include, but are not limited to:

- Physical assault/threatening behaviour
- Discriminatory or derogatory language, whether in person or in any form of online communication
- Bringing illegal, inappropriate or dangerous items onto the school grounds, including items prohibited under the School Rules
- Communicating with the School or any member of school staff in person or in writing (directly or indirectly) in a manner which is deemed by the Headmaster to be unreasonable, confrontational, voluminous, relentless and/or overly aggressive
- Making a deliberately invented or malicious allegation against a member of staff or pupil or the School
- Breaching the Terms and Conditions of Entry

Additionally, we reserve the right to impose sanctions for parental behaviour including but not limited to placing restrictions on a parent's access to the school, school events or

matches, communications with the school and/or the imposition of a warning.

#### 8.4 Appeals against Major Sanctions and Required Removal

If the Headmaster suspends, expels or requires a pupil to be removed, parents may appeal the decision by submitting their appeal in writing to the Principal within ten school days, stating their grounds for appealing the decision. The Principal will decide, after considering the complaint, the appropriate course of action to take. Initially, this is likely to involve a meeting with the parents, which should take place within ten school days

of receiving the letter of appeal. If possible, a resolution will be reached at this stage. It may

be necessary for the Principal to carry out further investigations. Once the Principal has considered the letter of appeal and made such further investigations as he considers necessary he will make a decision as to whether or not the appeal against the sanction imposed should be allowed, or if an alternative sanction is more appropriate. The parents will be informed of this decision, and the reasons for it, in writing. This will happen within ten school days of the meeting with the parent. The Principal's decision is absolute and final, and there is no further right of appeal.

#### 8.5 Recording Events of Misbehaviour

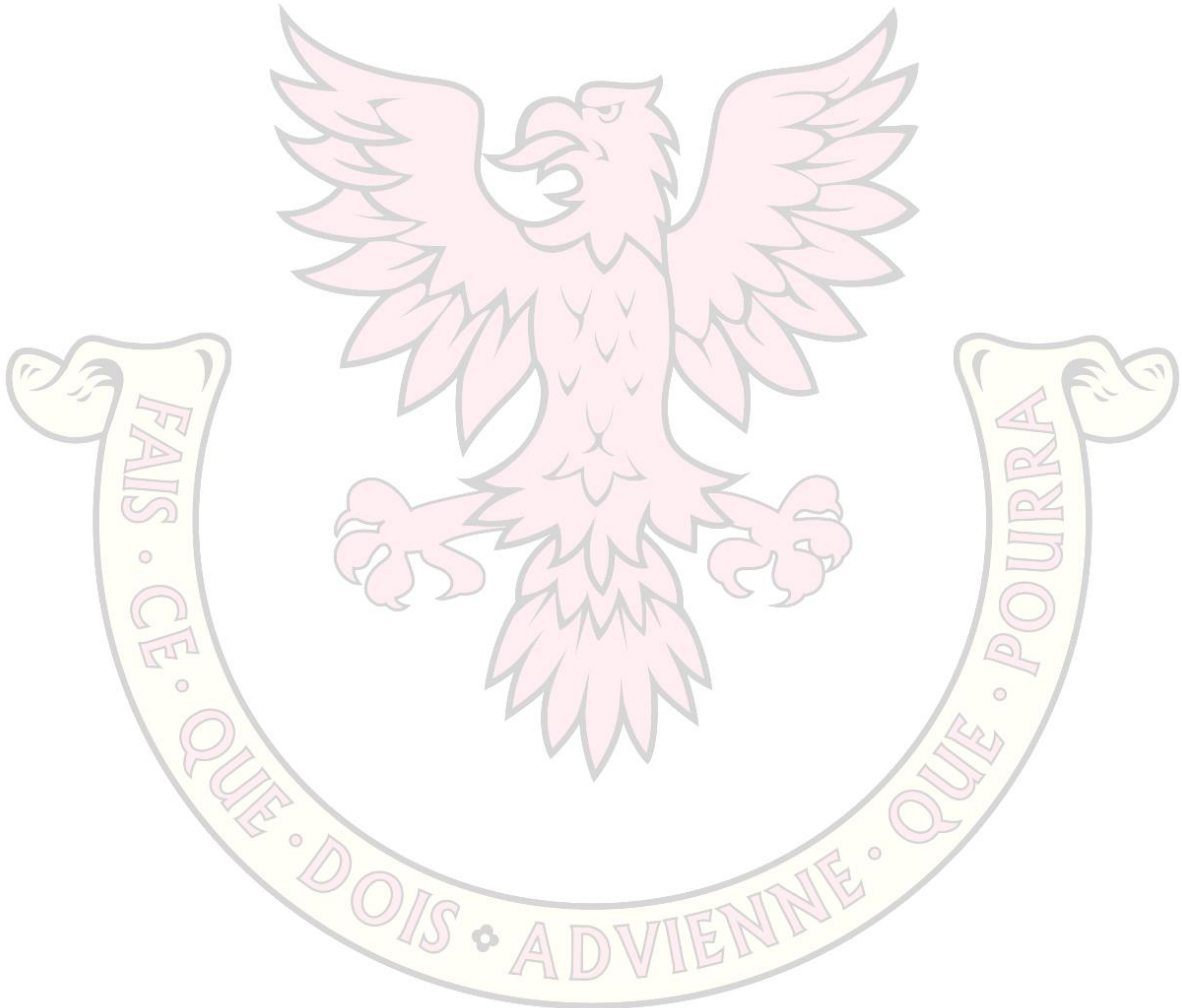
CPOMS has a section for recording incidents involving a child's behaviour. Staff should record the date, time, details of the event and the action that is taken. We also maintain a confidential central behaviour log of all major sanctions imposed, particularly suspensions and exclusions. This record is then maintained against the child's profile whilst they remain at the school.

### 9. **Allegations against Members of Staff**

9.1 If an allegation is made against a member of staff, it will be investigated in accordance with the procedures set out in the Safeguarding and Child Protection Policy and, if appropriate, the staff disciplinary procedure. No matter what the outcome of an allegation against a staff member, we will review the case to see if there are any improvements that can be made in our practice or policies that may help prevent similar cases in the future. A record of allegations and the outcome of investigations is kept by the Headmaster.

9.2 This type of behaviour is treated at the most serious level. If an allegation is found to be intentionally factitious and malicious, the Headmaster will decide what the proper sanction will be for the pupil and/or parent(s) who made the false allegation. The school has the power to suspend or expel pupils who make false claims, require the removal of a pupil where a parent has made false claims, or refer the case to the police if the school thinks a criminal offence has been committed.





## APPENDIX 1 – SANCTIONS

### Sanctions short of suspension or Exclusion

#### Years 3-8

Infringement of the letter or the spirit of School rules may simply be corrected with a verbal warning. When considered appropriate by the teacher, 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. This could be, for example:

- curtailing free time
- giving a Detention with reflective writing

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 Deputy Head Pastoral/Head of Section.

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 a serious incident occurs during a lesson, a child may be sent to the Headmaster/Deputy Head/Deputy Head Pastoral/Head of Section with a brief note explaining the misdemeanour.

#### In EYFS and Years 1 and 2

The relevant Section Leader is responsible for behaviour management in the EYFS and Years 1 and 2, and will liaise with the Deputy Head Pastoral and other colleagues and professionals as necessary.

Likely steps will be:

- A discussion with the child about the choices that they have made
  - Time-out to reflect in the classroom
  - A consequence appropriate to the class system, e.g. , move down the ladder, 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 section leader.
  - The Section Leader records the incident on CPOMS 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

## APPENDIX 2 – PHYSICAL INTERVENTION

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.

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. 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 and Child Protection Policy.

Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- 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; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head immediately after s/he has needed to restrain a pupil physically.

The School has CPOMS which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. This links to all behaviour apart from low level diary recordings.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a protocol/plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

