

HUNTER HALL SCHOOL

Pupil Behaviour and Sanctions Policy



Implemented	June 2005	A Short
Revised/approved	April 2010	ACT/FAW
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Revised	October 2014	DV
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APPROPRIATE BEHAVIOUR

This policy has been written with regard to Behaviour and Discipline in Schools 2016. It also has due regard to the Equality Act 2010.

- *It should be read in conjunction with our Anti-Bullying policy and Pupil Behaviour and Sanction Policy (staff guidance).*

It has also been written with regard to KCSIE (2022) and WTTSC (2018 (2020) as well as) ISI regulatory guidance Part 3 – Health and Welfare of Pupils

At Hunter Hall :

Pupils have the right:

to work, learn and play in a safe, friendly and supportive environment.

Teachers have the right:

to teach in a safe, friendly, and professional school, supported by colleagues/senior staff/governing body.

Parents have the right:

to know that their children learn in a safe, supportive, co-operative environment.

Children are taught their rights and responsibilities throughout school

The following applies:

If I have the right

then

I have the responsibility

to feel safe and happy at school
to achieve to the best of my ability
to be spoken to politely
to be treated fairly
to have my opinions respected
not to be excluded from activities
to be encouraged
to choose my own friends
to have my property respected
to have a clean and tidy school

to help others to feel safe and happy
to allow others to achieve their best
to speak to others politely
to treat others fairly
to respect others' opinions
not to exclude others from activities
to encourage others
to accept choices of others
to respect the property of others
to keep my school clean and tidy

How do we encourage APPROPRIATE BEHAVIOUR?

We do this by two main actions:

- Through praise and encouragement

- By rewarding appropriate behaviour and effort

The ethos at Hunter Hall is one in which all people are respected and accepted regardless of their ability (SEN) or disability. All people are to be accepted and respected, regardless of race, religion, culture, sex, gender, sexuality or home background (for eg. adoption or carers). Common courtesy applies to everyone.

Positive approaches in the classroom and playground encourage appropriate behaviour and set an example for others to follow.

Rewarding children is a vital part of our behaviour plan through:

- Praise -verbal or written
- Stickers, stars, stamps, house points
- Merit awards presented publicly at celebration assembly each week including eg gold certificates for manners, helpfulness, good work etc, as well as handwriting, etc
- Achievements outside of school are celebrated as well as those within
- Children may be nominated for a special award in assembly by any member of the school community
- Children may also be sent to the Head teacher for special recognition

Staff, pupils and parents are role models:

Everyone needs to be encouraged to display appropriate behaviour – our expectations are high: good manners and co-operation are important from all who act as role models, including parents and staff and our Heads of School who shoulder additional responsibilities.

We provide a safe, secure, caring, physical, social and emotional environment:

We aim to provide a supportive school culture where all our children's needs are met. Children are encouraged to be motivated learners and have a support network around them at school to encourage such motivation to learn and inspire others in the school community.

DISCOURAGING MISBEHAVIOUR

Behaviour Management Procedures

Our Pupil Behaviour and sanction Policy is based on the principle that children learn to take responsibility for their **own** actions and conduct. Rights have responsibilities. They learn from positive role models and from their own mistakes.

As such: Appropriate behaviours are recognised and celebrated.
Inappropriate behaviours are handled sensitively, but firmly using a structured procedure (see below).
Under the Equality Act 2010, pupils with special educational needs, or other such needs referred to from above, will be treated with appropriate sensitivity. All staff at Hunter Hall are aware which children are on the S.E.N.D register.

Procedures

Hunter Hall Management Plan and Consequences

Hunter Hall has a management plan of actions and consequences from level 1 to level 3 and appropriate sanctions accordingly – **see appendix B**

All strategies should evolve out of encouraging positive self-esteem where our children are valued, respected and encouraged, **even if** their behaviour is causing concern. It is the behaviour NOT the child that is causing concern. The following procedure should be clear and simple to follow by all staff:

1. **Praise-Encourage:** Carefully observe behaviour
Give minimal response for inappropriate behaviour and reinforce appropriate behaviour

1. **First Chance:** Quietly and unobtrusively, talk with the child stating clearly the problem behaviour as we see it

2. **Second Chance:** Speak to child quietly and unobtrusively with more assertion, stating a potential consequence

3. **Time Out:** Give child an opportunity to take time away from the situation to reflect on behaviour and potential consequence

4. **Putting It Right:** Give consequence – “Putting It Right” where possible. This might be a job at break, loss of privilege, letter of apology etc. Minus house points may also be awarded.

Minus house points must be conveyed to the child's form teacher if not given directly by them. These can then be followed up in tutor pastoral time with the individual.

A minus house point will also be recorded, with details of circumstances on the record (if necessary) in the staff room. A note should be added to the pupil's pastoral record on ISAMS.

Pupils will understand that the award of a minus will result in the loss of house points for their house as well as a **reflection session** overseen by the Deputy Head as Head of pastoral welfare

The Deputy Head will monitor minus house points awarded. Parents will be informed via the pupil's homework diary/phone call as appropriate.

If a child has more than two reflection sessions per half term for similar misdemeanours, then further strategies/actions may be put in place in addition in order to support the child change the negative behaviour exhibited.

Where pupils have ongoing incidents, staff will need to make a judgement and consult the Deputy Head with reference to consulting with parents etc.

Further strategies/actions may include:

- In *any* circumstances, 'putting it right' to the satisfaction of the person aggrieved will be a consequence
- 'Counselling' with a view to helping the child to recognise the social consequences of their actions may also be an option
- 'Withdrawal or exclusion' from something they like doing may also be necessary - especially if the behaviour has been a recurrence; for example pupils can be withdrawn from a sports team for a fixture in agreement with the Head teacher
- Pupils who repeatedly offend may be put on a behavioural management plan in consultation with the child's form teacher, Deputy Head and parents. Behaviour management plans are bespoke to the offence and the child
- Should a pupil be found to have made malicious accusations towards a member of staff, the Head teacher will be notified and appropriate action taken. In such a case parents will always be informed
- It may be helpful for support mechanisms to be in place when a child moves on to senior school depending on the timing and frequency of any incidences. Transition documents will include notes if appropriate especially those done in conjunction with our SENCO
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Serious Misconduct – Level 3 Sanctions (see appendix B)

Actions involving violence, vandalism, theft, extreme disobedience, or antisocial bullying behaviour (including online, peer on peer abuse) require **immediate** action by staff and the Deputy Head.

The Head teacher will also be informed and a decision made.

These will be recorded on the incident form (**see Appendix A**) so that this can be held on file.

(Where there is concern regarding a safeguarding issue such as peer on peer abuse (See CP policy), the DSL Mrs D Vinsome and or deputy DSL Mrs Georgina Griffiths should be informed immediately and procedures will follow as laid down in our CP policy).

The procedure for other level 3 sanctions is as follows:

1. **Discussion**, by member of staff witnessing/ dealing with the incident, with the pupil concerned - complete Incident Report
2. **Refer to Deputy Head** in the first instance. Decision made as to action to be taken and parents informed (if applicable) and Head teacher
3. **A copy of the Incident Form** is kept for reference in the level 3 sanction folder kept in the Head teacher's study and electronically.

As stated previously a note should also be made on the child's pastoral record on ISAMS

Parent Conferences may be called for level 3 sanctions in order to achieve the following:

- Involve all those associated with the problem in developing a 'change strategy'.
- The SENDCO may also be involved in using outside agencies to assist effective 'change' if necessary for those children classed as more vulnerable including those with SEND.

SUSPENSIONS/EXCLUSIONS

The Head teacher can exclude (formally remove) a pupil in certain circumstances in agreement with the Chair of Governors.

or

Suspension - the formal removal of a pupil by the Head teacher for a specified period.

The (Head/Chair) may:

- lift the suspension
- lift the suspension with conditions imposed
- extend the suspension with conditions imposed
- exclude the student

Exclusion

The LA will be informed of any pupils 'removed' from school.

This policy should also be read in conjunction with our :

CP policy,

Anti- bullying policy and

Cyber-bullying policy

It should also be read in conjunction with Pupil behaviour and Sanction Policy (Staff Guidance)

APPENDIX A

Register of Sanctions for serious misbehaviour (level 3 on Management Plan) (ISI regulations part 3 – Welfare, Health and Safety of pupils)

(note : refer to our pastoral record system for fuller explanations of more serious incidents on ISAMS)

NAME	YR	Protected characteristics	NATURE OF OFFENCE	DATE	SANCTION

File kept in Head teacher's office

APPENDIX B

Three basic rules apply in school. They are: **Right Place, Right Time; All Equipment for All Lessons and Appropriate Behaviour**. Each of the nine sub-rules below are covered under these heading

MANAGEMENT PLAN AND CONSEQUENCES

Minus house points	RULE	BREACH CRITERIA	CONSEQUENCES
1	Be punctual to school and classes Right Place, Right Time	Arrival at school after 8:30am without good reason repeatedly Lateness to class lessons without good reason repeatedly	Parents contacted in case of frequent offenders if appropriate Reflection session
1	Move quietly, safely and sensibly in buildings and in the courtyard Appropriate Behaviour	Disturbing other classes moving from one area to another repeatedly Running outside or across courtyard repeatedly Repeatedly being asked to quieten down Not displaying manners – adults first Not displaying correct greeting for staff – Mr/Mrs/Ms/Miss repeatedly Interrupting on a regular basis	Send back to walk properly Apology verbally or written to group who have been interrupted Apology to adult Practise movement to/from areas during break/lunch time. Reflection session
1	Wear the school uniform correctly Be prepared for all lessons with correct equipment etc All Equipment for All Lessons	Constant collection of lost uniform and kit Not correct PE/Sports uniform repeatedly Sloppy footwear, untidiness Lack of resources, pencil case, exercise books etc for lessons repeatedly	Repeated offenders – note/letter home from teacher concerned (homework diary) Sent to tidy uniform up Replacement resources loaned Reflection session
1	Play/eat in assigned areas Right Place, Right Time Appropriate Behaviour	Playing in out of bounds areas repeatedly Unacceptable table manners repeatedly Eating snacks and not using litter bins	Send to assigned area to eat snack/lunch Sit by self in assigned area for period of time (teacher's discretion) Tidying up of lunch area Reflection session
2	Be respectful to those in authority Appropriate Behaviour	Being unhelpful in a variety of situations Use of bad language repeatedly Disrespectful – lack of manners Carelessness of school property	Time out from play Letter of apology Report to Deputy Head Reflection session/s
3	Consider and respect others feelings and their belongings Appropriate Behaviour + see peer on peer abuse	Bullying behaviour either verbal or physical or online Repeated unkindness towards others Intentional damage to others property	Apologise verbally or in writing (whichever is appropriate) Parents informed/involved (+ see Anti -Bullying Policy sanctions) Report to Deputy Head Behavioural management plan Reflection session/s
	*Peer on Peer abuse	Either on or offline. May include sexual harassment, sexting, violence, upskirting Hazing/initiation type activities Repeated	CP matter – please refer to CP policy Report to Deputy Head and DSL Parents and agencies involved as appropriate
3	Play safely without harming others Appropriate Behaviour	Fighting – physical, aggressive behaviour Taking things from people Use of Hands/feet in an aggressive manner	Sit by self for time out (teacher's discretion) Time out Time off certain equipment/area Banned from using certain equipment Parents informed/involved Report to Deputy Head Behavioural management plan Reflection session/s
3	Obey correct safety rules when travelling to/from school Appropriate Behaviour	Inappropriate behaviour on minibus/coaches on trips. Inappropriate behaviour outside school when in uniform Inappropriate behaviour in car park Letting the school down on school visits/ matches etc.	Parents informed Letter of apology to driver of vehicle Removed from sporting fixtures etc as appropriate Report to Deputy Head Reflection session/s

GENERAL NOTE:

Children at all times are expected to display a positive/caring attitude that will enable them to be a responsible/valuable Hunter Hall pupil.

This is not an exhaustive list – common sense and discretion is paramount when dealing with discipline issues. In particular, it is important to note ***the context*** in which the offence occurred and the background of the child. These are VITAL to understanding the issues.

Note – UNDER NO ACCOUNT should corporal punishment be used against a child