



FOUNDED 1879

HALLFIELD SCHOOL

BEHAVIOUR POLICY

Head Master	Mr K Morrow	
Chairman of Governors	Mr T Venner	
Staff member with responsibilities	Deputy Head: Head of Prep Deputy Head: Head of Pre-Prep	
Subcommittee with responsibilities	Education	
ISI Regulatory Policy	Yes	
Date adopted by Governing Board	Date	Summer 2020
Date for policy review	Summer 2023 (unless new legislation requires amendment)	

Hallfield School promotes the safeguarding and welfare of children in its care;

all policies support the Safeguarding Policy”



HALLFIELD SCHOOL

BEHAVIOUR POLICY

1. SCOPE

All staff, children, including EYFS and out of hours care.

The Head Master, Deputy Head: Head of Prep and Deputy Head: Head of Pre-Prep are responsible for the implementation and monitoring of this policy.

2. AIMS

The main aim of this policy is to establish and maintain the highest possible standards of conduct and consideration for others throughout the school. We aim for our children to accept responsibility for their own behaviour, to know right from wrong and to have an appreciation and respect for all members of the school community.

We aim to create an environment where all children will be encouraged to develop mutual respect and tolerance, develop their ability to distinguish between right and wrong and learn to accept responsibility for their own behaviour.

All members of Hallfield and the wider school community including governors, staff, parents, carers and children are responsible for maintaining positive behaviour. All staff are responsible for using rewards, behaviour guidelines and sanctions clearly and consistently and for working in partnership with parents and carers encouraging involvement and cooperation.

The school aims to set high standards of behaviour which will support teaching and learning by providing pupils and staff with a framework of positive support and encouragement by recognition and appreciation of achievement and by using a fair and consistent systems of sanctions. All staff are expected to promote self-discipline amongst pupils and to deal with any unacceptable behaviour fairly, consistently and firmly. Behaviour which does not allow constructive teaching or learning is unacceptable and staff will ensure this is not tolerated.

Also see School's Anti-Bullying Policy and Child Protection Safeguarding Policy.

3. POLICY STATEMENT

Hallfield is a caring school where each child is treated as an individual and their well-being and happiness is very highly valued. We believe that in this environment children will learn to be responsible for their own actions and to empathise with the needs of all other members of their community.

The ethos of Hallfield is detailed in the 'Children's Charter'. This document includes 16 pairs of words, chosen by the children, which express the school's shared values and core beliefs.

The underlying principle of behaviour management at Hallfield is always to encourage the children to produce their best work and behaviour and so to enable them to achieve their full potential. Pupils should be valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Wherever possible, the positive aspects of any pupil should be emphasised, and any criticism should be constructive, and designed to enhance a pupil's feeling of self-worth.

It should be noted that some forms of behaviour may result from a psychological or medical condition such as, ADHD, Autism, Asperger's Syndrome. Staff should take this information into account when dealing with the behaviour of children formally diagnosed with these conditions.

The admission of a child to the School is conditional on acceptance of the terms set out in the Admissions policy. While every effort is made to inform parents about serious breaches of school rules, it must also be accepted that the Head Master has complete discretion in the imposition of sanctions, including fixed term or permanent expulsion.

No form of corporal punishment will be used or threatened to a child and we will not use or threaten any punishment which could adversely affect a child's well-being.

If a member of staff needs to intervene physically to restrain a child for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary, contact should be reasonable, proportionate and necessary where the interests of the child are paramount. If restraint of this nature is used, we will inform the parents concerned on the same day, or as soon as possible afterwards, and a record will be kept in school of the incident.

This policy should be read in conjunction with the Anti Bullying and the Permanent Exclusion and Review policies.



HALLFIELD SCHOOL

BEHAVIOUR POLICY PROCEDURES

A. EARLY YEARS FOUNDATION STAGE

1. Behaviour Management

We believe that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will always be encouraged and praised in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the setting we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

2. We aim to:

Recognise the individuality of all our children.

Encourage self-discipline, consideration for each other, our surroundings and property.

Encourage children to participate in a wide range of group activities to enable them to develop their social skills.

Work in partnership with parents by communicating frequently and honestly.

Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.

Encourage all staff working with children to accept their responsibility for implementing the goals in this policy.

Promote non-violence and encourage children to deal with conflict peacefully.

Provide a key worker system, in the nursery and Foundation, enabling staff to build a strong and positive relationship with children and their families.

The staff will keep up-to-date with legislation and research and support changes to policies and procedures in the setting; access relevant sources of expertise where required and act as a central information source for all involved; attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. A record will be kept of staff attendance at this training.

We recognise that codes for interacting with other people vary between cultures and staff are required to be aware of this and respect those used by members of the setting.

Our rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult e.g. biting, or through verbal bullying, will be required to talk through these actions and apologise where appropriate. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable.

It is important to acknowledge when a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

3. When children behave in unacceptable ways:

Physical punishment such as smacking or shaking will be neither used nor threatened, however it may be necessary to use restraining action in an emergency to prevent personal injury. A record is always kept of physical intervention and parents are informed if physical intervention is used on the same day or as soon as practicable thereafter.

Children will not be singled out or humiliated in any way. Staff within the setting will re-direct the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity.

Staff will not raise their voices in a threatening way.

In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.

How a behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he/she has done. It may also include the child apologising for their actions. Parents will be informed if their child is unkind to others or if their child has been upset. In most cases inappropriate behaviour will be dealt within the setting.

Confidential records will be kept on any negative behaviour that has taken place. Parents will be informed and asked to read and sign any entries concerning their child.

Through partnership with parents and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented.

If a child requires help to develop positive behaviour, every effort will be made to provide for their needs. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the setting. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist, paediatrician or child guidance counsellor.

Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively.

If a child should intentionally cause physical harm to another child, the Head Master and / or the Deputy Heads reserve the right to ask parents for that child to be removed from the setting.

4. Biting

Children bite for many reasons. If a child in the setting has bitten another child it will be dealt with in a manner appropriate to the child's age and stage of development, encouraging them to consider what they have done, and how their behaviour has hurt another child.

If a child consistently bites, we will work with the parent/carer to decide how the child can be supported to change their behaviour. We will observe the child to find out what triggers the biting behaviour and consider their development in all areas when assessing the reasons behind the biting. We will also monitor what is successful in deflecting the biting behaviours.

We will work with parents to draw up a plan of action to support the child and their development to reduce this behaviour. These action plans need to be used in the setting and at home to gain consistent boundaries and support learning.

Children's names will not be shared with other parents if they have bitten another child. If required, advice can be sought from outside agencies to support practice and families.

5. Reception

Reception form teachers nominate a child each week to receive a Children's Charter certificate and the form mascot to take home for the weekend.

In the Reception classes the school's policy of using yellow warning cards and red cards is adopted from the start of the Lent term onwards.

Details of both yellow and red warning cards are logged on School Base / ISAM's (and an incident report completed as required).

If a child receives a red card, they miss their playtime, spending time with the Head of Year.

In the case of a red card being issued the parents will be informed.

B. WHOLE SCHOOL PROCEDURES (Years 1 – 8)

1. The Children's Charter

The Children's Charter is a whole school guide to behaviour and expectations. It was developed by all the children in the School to agree on words which expressed their shared values.

It is the aim of the school for this Charter to be built into everything that the children and the staff do; the way we work and learn, the way we talk, the way we interact with each other.

<p>GOOD FRIENDS</p> <p>Responsible and helpful</p> <ul style="list-style-type: none">• We are generous and try to help out whenever we can• Gentle and caring• We look after our friends and we don't hurt each other <p>Friendly and cooperative</p> <ul style="list-style-type: none">• We all get along and try our best to involve others in our activities. We work together in the form room and play together in the playground <p>Considerate and forgiving</p> <ul style="list-style-type: none">• We think about the needs of others and we give each other another chance if we do something wrong	<p>GOOD CITIZENS</p> <p>Loyal and trustworthy</p> <ul style="list-style-type: none">• We can be counted on to be responsible• Honest and truthful• We do not lie and we always try to tell the truth <p>Understanding and tolerant</p> <ul style="list-style-type: none">• We are open minded with other people's views and are tolerant of those of different faiths. <p>Polite and courteous</p> <ul style="list-style-type: none">• We say please and thank you. We hold the door out for people and offer help to those who need it.
<p>GOOD LEARNERS</p> <p>Happy and enthusiastic</p> <ul style="list-style-type: none">• We love our school and we enjoy coming to learn every day• Reliable and tidy• We can be counted on to clean things up and keep everything organised <p>Determined and hardworking</p> <ul style="list-style-type: none">• We never give up, we concentrate and have a positive mind-set towards our learning.• Listening and ready to learn• We don't talk when the teacher is saying something and aim to be a committed learner.	<p>GOOD INDIVIDUALS</p> <p>Kind and self-aware</p> <ul style="list-style-type: none">• We treat ourselves with kindness and understanding. We have realistic expectations of ourselves <p>Healthy and active</p> <ul style="list-style-type: none">• We take care of ourselves by getting enough sleep, exercise and eating healthily.• Confident and self-advocating• We speak up for ourselves and have a say in what happens in our school. <p>Accepting and mutually respectful</p> <ul style="list-style-type: none">• We accept our feelings and those of others.• We can say sorry, forgive and move on.

2. Anti-bullying

Also see School's Anti-Bullying Policy and Child Protection Safeguarding Policy.

Staff ensure that all children feel safe, happy and secure. Staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or harmless it may seem

Any form of bullying is unacceptable and will be dealt with immediately.

Children must be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that has an impact on other people and makes them feel uncomfortable or threatened.

Children need to be helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways.

Any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour.

The school maintains a log of any instances of bullying.

If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Through co-operation we ensure our children feel confident and secure in their environment, both at home and in school.

All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude we aim that children will develop as responsible members of society.

Hallfield School uses the prevent scheme of work aimed at protecting pupils from radicalization and extremist influence. Any behaviour displaying such traits will be reported to the Designated Safeguarding Lead.

Staff at Hallfield School recognise that some pupils have educational needs, disabilities and emotional or behavioural difficulties that might substantially and regularly interfere with the child's learning or that of the class or group. Appropriate adjustments are made for such pupils as necessary and appropriate; these adjustments are set out in an IBP (individual behaviour plan) for each child with such needs formally recognised along with appropriate risk assessments.

Parents and guardians who accept a place for their child at Hallfield School undertake to uphold the school's policies and regulations, including this policy. 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.

3. Behaviour for Learning

Hallfield School actively promotes positive behaviour for learning by fostering engagement; collaboration; participation; communication; motivation; independent activity; responsiveness; self-regard; self-esteem and responsibility.

Negative behaviour such as disruptiveness; disaffection and disobedience are not tolerated.

It is helpful to classify children into one of four different types of behaviour regarding their learning: Reluctant, Compliant, Committed and Outstanding. This classification can be used by a member of staff to highlight a behavioural pattern, or by a child as a means of reflection on their behaviour within a lesson, subject, or generally over time.

There is an expectation that children at Hallfield are in their lessons ‘committed’ and or ‘outstanding’ learners.

School sanctions, such as yellow and red warning cards, and rewards, merits, should be used and recorded in School Base / ISAMS to reflect this along with communication with parents via the academic planner to identify when a child is demonstrating reluctance / commitment in their learning.

<p>RELUCTANT</p> <ul style="list-style-type: none"> • Avoids work, need reminders to be brought back on task regularly. • Makes poor choices. • Has a negative impact on the learning for others. • Work missing or incomplete. • Failure to complete homework. • Displays a lack of aspiration and motivation. • Reluctant to engage with feedback or positive dialogue. • Limited response to support. 	<p>COMPLIANT</p> <ul style="list-style-type: none"> • Does what is asked to a standard appropriate to their ability. • Follows instructions and does what is expected. • Does not have a direct negative influence on others. • Classwork / homework completed adequately but fails short of full potential. • Demonstrates insufficient desire / confidence to achieve full potential • Accepts support but does not seek it.
<p>COMMITTED</p> <ul style="list-style-type: none"> • Hard working and fully engaged • Has a positive impact on others • Notable effort put into work relative to ability • Classwork / homework completed fully. • Demonstrates desire to do well, taking responsibility for their own learning • Responds well to teacher support and challenge 	<p>OUTSTANDING</p> <ul style="list-style-type: none"> • Drives own learning, showing independence of thought. • Has a sustained positive impact on the learning of others. • Classwork / homework completed to demonstrate evidence of wider research and reading. • Displays curiosity and a love of learning • Highly aspirational with an appreciation of the value and bigger picture associated with learning • Proactive in responding to targets / feedback. Demonstrating the capacity to take the next steps in learning without teacher intervention.

Motivation can be extrinsic or intrinsic. Extrinsic motivators are external to the child, for example rewards and sanctions, while intrinsic motivation comes from within and learning is carried out for its own sake.

Lessons which motivate pupils reduce disruptive behaviour as it keeps children engaged. In practice a pupil centred approach where there is challenge, choice and the opportunity for self-direction enhances intrinsic motivation.

Opportunities to give children a greater choice in open ended projects, where they identify what they want to learn creates a purposeful learning environment which gave pupils ownership of their learning.

Good behaviour management begins as soon as children arrive for their lesson or activity. The teacher should work hard to establish positive relationships with the individuals in their care.

Once this framework has been established, and the teacher's attitude to children is positive and approving, the withdrawal of this approval, when children do not behave, is likely to be effective in dealing with most minor misbehaviours. This does not need to involve raising the voice, as this is very often counter-productive.

4. Rewarding positive behaviour (Reception to Year 8)

The school's behaviour management strategy is built around the positive reinforcement of good behaviour. Rewards are used to motivate children to do better and to work harder as well as to recognise formally those children who maintain the values of the Children's Charter.

The most powerful way to reward and reinforce good work and behaviour is the approval of the teacher. It is of primary importance that teachers foster a positive and cooperative atmosphere in all their lessons and seek to establish and maintain sympathetic and caring relationships with children in their care.

This type of positive feedback is best given at the time and within earshot of other children who will know what type of work and behaviour is most highly valued by the teacher and by the school.

It is important that teachers communicate good behaviour to parents via regular notes in the children's academic planners. Postcards home can also be used to celebrate good behaviour and achievement.

Merits are given for children who demonstrate, in their work and in their relationships with others, the values expressed in the Children's Charter; for positive engagement and purpose, positive accomplishment and positive behaviour, being 'green' all week.

Merits are recorded onto School Base / ISAMS during the week in which they are given. Teachers are responsible for maintaining individual totals and displays of these totals in their form room.

Each week the form with the highest total in each year group are recognised in a Good News Assembly.

All children are placed in to one of the four houses, Pughe, Ridgway, Stock or Nowers and any child's individual merits are included in the merit house totals which are calculated each week. For years 3-8 these are displayed in the main hall and announced in Good News Assembly.

At the end of each term the winners of the House merit competition will be announced in the final assembly.

Pre-Prep form teachers refer to the Children's Charter when allocating merits. Children's Charter Certificates may be presented during Good News assembly for exceptional behaviour or for continuous good behaviour.

Prep children are encouraged to nominate their peers who they perceive as following the rules of the Children's Charter. Children's Charter Certificates are presented in Good News assemblies.

Gold cards can be awarded to children in Years Reception to Year 4 for consistent outstanding behaviour.

Head Master's certificates are given for outstanding work and endeavour and are awarded at a Prep Good News assembly or a Pre-Prep Good Work assembly.

5. Sanctions (Reception to Year 4)

So that children gain an understanding of cause and consequences related to their behaviour sanctions used will be reasonable, proportionate and fair and designed to promote improved behaviour and should never aim to humiliate or degrade a child or undermine their self-esteem.

Sanctions for individual pupils, both Prep and Pre-Prep, are based on a card system (green, yellow and red). These are good, warning and consequence cards, respectively.

Every child starts the day with a green card with their aim to maintain this. If a teacher needs to verbally warn a child, and then again must speak to the child about an issue, their card will be turned from green to yellow.

This process can be recorded openly on the class display (within form rooms), by writing names on white boards (for specialist teachers) or more discreetly by giving an individual child an actual coloured card on their desk.

If a child responds positively to been given a yellow card and changes their behaviour to the better over an extended period (30 minutes plus) then the teacher can redact the yellow card.

Regardless of the method of giving the yellow card all 'live' yellow cards at the end of a lesson must be added to the child's reward and sanctions profile on School Base / ISAMS immediately.

Form teachers can place a child on a behavioural report card if they recognise a pattern of repeated poor behaviour on an analysis of the frequency and nature of a child's yellow cards.

- a) The Head of Year must be informed prior to the issue of a report card
- b) Parents of children issued with report cards must be informed on the day before their issue by the form teacher via a phone call or face to face meeting.
- c) Report cards should be completed and signed by members of staff and daily signed by parents.
- d) Report cards should be devised in order to support the child. They should only be used for a set period of time to allow the child an opportunity to change behaviour.

If the child persists with behaving badly, the yellow card can, in turn, be turned to red.

In the event of an act of physical violence or direct disobedience of a teacher a straight red card be given.

All red cards must be added to the child's reward and sanctions profile on School Base / ISAMS immediately.

A red card means consequences:

- a) The child concerned will then miss their next playtime and complete a red card consequence / reflection exercise.
- b) The enforcement and supervision of this sanction is the responsibility of the member of staff awarding the red card.
- c) When a straight red card is given this must be recorded on School Base / ISAMS along with an incident form that must be completed by a member of staff and emailed to either the Deputy Head Pre-Prep and/or Deputy Head Prep.
- d) Parents of children issued with red cards must be informed on the day of their issue by the member of staff awarding the red card via the child's academic planner and, if a straight red card, via phone call / email / face to face meeting.

If a child receives more than three red cards, in one half term, their parents will be invited to a meeting with either the Deputy Head Pre-Prep and/or Deputy Head Prep. Consequences of such meeting can include children being; excluded from after school clubs, not being allowed to represent the school, internal exclusion and fixed term exclusion.

If there is no consistent improvement in the behaviour of a child parents will be invited to a meeting with the Head Master and further sanctions such as fixed term exclusion and permanent exclusion will be utilised.

Staff must be mindful to show consideration and understanding, when implementing these sanctions.

Under the guidance of the Head of Learning Support sanctions and subsequent consequences will be tailored and adapted for individual children with individual behaviour plans. These individual behaviour plans will be circulated to all staff and frequently reviewed and updated termly.

6. Sanctions (Year 5 to Year 8)

Exemplar and positive behaviour are expected as norm from our older children.

The use of yellow warning cards and red consequence cards is the same as in previous years.

However, any child issued with a red card will have, in addition to immediate sanctions imposed by the member of staff responsible for the issuing of the red card, a Head of Year detention on a Monday lunch time from 1240-1310.

Any child issued with more than one red card in a half term will have a Deputy Head: Head of Prep detention after school on Thursday from 1600-1700.

The issue and timings of detentions are non-negotiable. Parents will be informed by email.

If a child is in a Deputy Head detention more than twice per half term parents will be invited to a meeting with the Deputy Head: Head Prep. Consequences of such a meeting can include children being; excluded from after school clubs, not being allowed to represent the school, internal exclusion and fixed term exclusion.

7. SERIOUS MISBEHAVIOUR (SEE EXCLUSIONS POLICY)

If a serious incident occurs, the member of staff in charge must record it on CPOMS creating a central record that will be / can be shared with outside agencies and parents and therefore must be completed using professional language, be factually accurate, with no expression of opinion.

Serious incidents include a child striking and injuring another, deliberate damage or theft or persistent taunting or bullying.

The Deputy Head: Head of Prep and / or the Deputy Head: Pre-Prep, the Head of Year and the form teacher must be informed as soon as possible so that a measured response can be made.

The parents of a child involved with a serious incident will be notified by the member of staff nominated by the relevant Deputy Head and could be either themselves or Head of Year. No other communication should take place by any other member of staff with the parents unless directed by the relevant Deputy Head.

The Deputy Head: Head of Prep and / or the Deputy Head: Pre-Prep, in consultation with the Head Master will always investigate serious incidents and a suitable course of action will be agreed with the parents and/or carers. Behaviour of this kind may include after school detention, internal exclusion, fixed term exclusion.

The Head Master has all of the described sanctions available to him and in addition permanent exclusion.

In the instance of permanent exclusion, the Head Master will meet with parents and/or carers to discuss the situation, inform the Chairman of Governors and formal records of meetings and agreed sanctions will be kept.

In the case of any sanctions being applied by a Deputy Head and or the Head Master a record including the child's name, year group and the nature and date of the offence will also be recorded in the register of sanctions made available to the School Governors.

All consequences should be reasonable and proportionate to the circumstances of each case, considering the child's age, any reasonable adjustments that may need to be made for children with SEND and any other individual needs.

A suitable course of action may include seeking advice from outside agencies and other professionals e.g. an educational psychologist, Cognitive Behavioural Therapist and the construction of an agreed individual targeted behaviour plan.

8. PARENTAL COMPLAINTS

Where parents consider that a sanction is unjustified, they should take their complaint to the Head of Year in the first instance.

If the issue remains unresolved the Deputy Head: Head of Prep and / or the Deputy Head: Head of Pre-Prep should be informed.

Failing these steps, a parent then may take this matter to the Head Master.

If a parent is still in dispute with the school in relation to an exclusion or expulsion they are entitled to write to the Chairman of Governors who may appoint a Governor or a sub-committee of the Governing Body to review the decision (See the Grievance Policy).