



# Hilden Grange School

## Behaviour and Discipline

### Policy

**Policy reviewed by** R Jubber, N Brown, S Sowerby

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**Next review date:** June 2022

**Reviewer's Signature:** R Jubber , N Brown, S Sowerby

**Head Teacher's Signature:** M. Gough

Please note: 'School' refers to Hilden Grange School; 'parents' refers to parents, guardians and carers.

This policy refers to all pupils including those in the Early Years Foundation Stage.

## **Introduction**

The Head of Pre-Prep is responsible for Behaviour Management in the Pre-Prep. The Assistant Head, Pastoral and the Deputy Head are responsible for Behaviour Management in the Prep School.

This policy is consistent with the Terms and Conditions, which govern pupils' attendance at the school, in particular Section Eight.

This policy document details the aims and approach to behaviour and discipline at Hilden Grange School.

There is a common approach across the whole school from the Nursery, through the Pre-Prep and into the Prep School which is positive, encouraging and caring. The aim of the school is to cultivate a sense of responsibility and self-discipline in pupils to develop life skills including self-reflection and self-regulation. Reference is also made to the 'Hilden Grange Way' (see Appendix 1), a code of conduct relevant to all members of our community. This fosters mutual respect between pupils, staff and parents alike ; we see parents support and role in this process to be fundamental to our success in teaching these essential life skills. The fundamental relationship between staff, pupils and parents should be a constructive partnership in learning. Positive attitudes will be taught using the Hilden Grange Way, through Tutor Time, the Language of Learning and timetabled PSHEE lessons.

Expectations of behaviour are explicit and are frequently revisited throughout the year by all staff with pupils . The 'Hilden Grange Way' and 'The Language of Learning' are on display in every classroom.

Children who are causing concern academically, physically or socially are discussed at weekly pastoral staff meetings, actions could include:

- a. Talking to the pupil to better understand the reasons behind the behaviour
- b. Monitoring behaviour
- c. Inviting parents to discuss the concerns raised
- d. Monitoring progress carefully by putting the student on report – comments written by staff after each lesson and checked by the tutor/class teacher with the pupil

Positive techniques should be used to guide children. The techniques include early intervention, teaching pupils to find their own solutions collaboratively with their peers and sharing a collective community vision to achieve these goals.

Good behaviour will be reinforced with the following rewards:

- Verbal praise to the individual
- Drawing attention to positive behaviour so children are modelling high standards to their peers

- Language of Learning merits
- Stars of the Week, when appropriate, in the Pre Prep

In the event that misbehaviour occurs, one of the following actions would be taken:

- A warning of the consequences if the misbehaviour is repeated
- Time out for reflection
- Missing part of a playtime or break
- In the Prep a demerit may be issued if appropriate, following a verbal warning.
- Persistent misbehaviour would require liaison with the child's parent or guardian

From Key Stage 1, in the event that misbehaviour includes deliberate physicality towards another pupil, an investigation will be completed by a member of the Senior Leadership Team. A professional judgement will be made based on the evidence, and a break or lunchtime detention may be issued with immediate effect. If a child is accused of being unkind to another pupil, the matter will also be investigated by staff. Both children will be interviewed and a professional judgment made. An appropriate sanction may be applied, while always using such situations as a learning experience for all pupils involved.

We believe that the better the rapport between pupil and staff, the less the students will 'step out of line'. An appropriate verbal rebuke or encouragement, together with an explanation that the pupil clearly understands, is an important part of the discipline process.

However, there are occasions when it is necessary to address bad behaviour. We aim for all staff to implement sanctions consistently and to have the backing and co-operation of parents.

### **Incentives**

We use a system of merit marks/stickers, linked to the 'Language of Learning'. These are awarded for demonstrating the positive behaviours exemplified in the Hilden Grange Language of Learning.

In the Pre Prep once the children have collected 20 stickers for any one area of the Language of Learning they will receive a puzzle piece for their Language of Learning puzzle in recognition of their achievement in that area.

In the Prep school, merits are totalled every five or six weeks; each pupil's merits are recorded both for themselves and for their House. Certificates, House Badges and Amazon Vouchers (Years 7 and 8) are awarded in the Headmaster's Assembly when pupils reach a significant target. From Year 3 to 6 a certificate is awarded once 100 merits are achieved, in Year 7 and 8 it is awarded after 50 merits.

The Houses compete for a merit trophy (The House Cup) each term, but the interest is maintained by regular announcements in assemblies. The pupils are thus encouraged to work not only for themselves but for the 'good of the House'. Pupils who score the highest total for their House in the Junior, Middle and Senior School receive a trophy each term.

Commendations are given to pupils who show consistent endeavour in a subject. Five commendations earn a Headmaster's Commendation and a prize.

### **Sanctions**

We use a system of demerit marks. One demerit is a warning; two or three demerits may be given for more serious offences and when appropriate a letter of apology may be required.

Demerits are recorded on a slip and passed to the relevant tutor. The number of demerits and the reason for issue must be included on the slip along with the pupil's name and form.

Tutors are responsible for recording demerits and retaining slips for the duration of the academic year. Tutors monitor the number of demerits gained by individuals and liaise with parents and the Assistant Head, Pastoral as appropriate. If a pupil is given 7 demerits in one term they will be required to attend an afterschool detention on a Friday. At the point where 5 merits have been received the Form Tutor will contact parents to warn them of their child's position.

An after school detention takes place for one hour on a Friday and is supervised by either the Deputy Head or the Assistant Head, Pastoral. Parents are advised of this detention via email with at least 24 hours notice.

A refusal to accept school discipline, serious physical or verbal abuse of another child will lead to parents being informed and may result in an exclusion from school. After a serious offence children may be asked to sign a school behaviour agreement before returning. A child who breaks this agreement could be excluded from the school (see also Alpha 'Terms and Conditions' and 'Exclusions Policy').

Parents will, of course, be advised of more serious incidents that go beyond day-to-day 'learning from mistakes' and will be involved in any disciplinary matters in order to make them aware of their child's behaviour in school. The school will always seek to work together with parents to resolve the problem before more serious measures become necessary.

There is no corporal punishment at Hilden Grange.

### **Behaviour in school during Covid-19 Pandemic**

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.

- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

## **APPENDIX 1**

# **THE HILDEN GRANGE WAY** **(Pre Prep)**

**Treat other people with respect and as you would like to be treated yourself.**

**Be kind and helpful.**

**Be truthful.**

**Be fair and share.**

**Be forgiving.**

**Always do your best.**

**Listen to others.**

**Take pride in your appearance.**

**Treat property and the environment  
with care.**

**THE HILDEN GRANGE WAY  
(Prep)**

**Treat other people with respect and as you  
would like to be treated yourself.**

**Be kind and helpful.**

**Be truthful and live with integrity.**

**Be sharing and forgiving.**

**Always do your best.**

**Listen to others.**

**Take pride in your appearance.**

**Treat property and the environment with care.**