

Pupil Behaviour Policy

Moon Hall School, Reigate

Governor responsibility	Full Governing Body
Governor lead	Chair of Governors
Status & review cycle	Statutory Annual
Policy details	April 2018 (version ii)
Next review date	March 2019

MOON HALL SCHOOLS EDUCATIONAL TRUST

This policy applies to:

Moon Hall School, Reigate

Moon Hall School, Dorking

Also referred to as the School or the Schools as the context requires

This policy, which applies to the whole school, is publicly available on the school websites. Copies available in regular or large print or (other accessible formats available if required) may be obtained from the School Office at either School. All who work, volunteer or supply services to our schools have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school.

This policy refers to the following legislation;

Education and inspection Act 2006

School standards and framework Act 1998

Education Act 2002

1 Monitoring and review

This policy is subject to continuous monitoring, refinement and audit by the Heads of each school and the Designated Safeguarding Lead (DSL) of each school. The Proprietor (Board of Governors) will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. All staff and governors are to be made aware of this policy as part of their induction and are to be reminded of it on an annual basis, when they informed of updates / reviews. The policy is made available to staff in either a hard copy or electronically.

2 Introduction

This policy was last reviewed and agreed by the Chair of Governors in April 2018 and will next be reviewed no later than March 2019 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Moon Hall School, Reigate is committed to supporting pupils' holistic development, self-esteem and resilience. We aim to teach all pupils to behave in socially positive ways, and to understand the rights and needs of others.

To support this, we provide:

- good adult role models of caring co-operative behaviour
- reinforcement of positive attitudes to expectations
- the celebration of a wide range of achievements
- the acceptance by all staff of a responsibility for maintaining good discipline

3 Purpose and Aims:

To instil and foster a code of conduct throughout the Moon Hall Community which guides pupils of all ages and in different situations, both in school and beyond, and which can be summarised by the rule:

'Treat others as you would like them to treat you.'

Consideration –

- To be a school where pupils have respect for themselves and others, learn well and feel happy.
- To think carefully before acting; is behaviour appropriate and effective?
- To take pride in our appearance (see school website for full details of school uniform)

Compassion –

- To encourage pupils to be patient and care for one another
- To help newcomers feel welcome and accept differences
- To be patient and tolerant with others and their specific needs

Courtesy –

- To treat each other politely and fairly, being honest with ourselves and with each other
- To show respect for ourselves, others, and our environment at all times
- To value everyone in the school community regardless of culture, gender, ethnicity or ability

Courage –

- To take responsibility for their behaviour and actions
- To be a school where effort, good work and behaviour is recognised and rewarded
- To encourage pupils to develop resilience and take pride in their behaviour and actions, effort and achievements

4 Scope of Policy:

This policy is designed to encourage positive behaviour throughout the Moon Hall Educational Trust, in all areas of school life.

5 Rewards:

Staff take every opportunity to notice and reward effort and / or achievement of individuals or groups both publically and privately, at every level.

Our aim is to encourage a positive approach by:

- pupils are encouraged to take responsibility for and pride in their actions
- positive class strategies are employed to encourage cooperation and build on every pupil's aptitude and ability
- rewards for good work are given through verbal and / or written feedback, specifically noting positive aspects
- prizes and certificates for achievements earned in or out of school are awarded and celebrated during our Moon Hall school assemblies.

The following list of 'rewards' is therefore by no means exhaustive, but does give an indication of some of the many ways in which pupils are rewarded:

- The Form Tutor discusses the school rules with each class. In this way, every pupil in the school knows the expected standard of behaviour.
- Congratulations for good behaviour may be shared with other members of staff, including the Headmistress. Exemplary work is shown to the Headmistress by the pupil for specific Headmistress commendation.

5.1 Encourage good behaviour:

- Teachers award pupils on a regular basis with house points for particularly good behaviour, good role model or high standards in academic work & effort applied to their studies
- Exemplary behaviour fully supporting school aims & ethos (ie over and above the expected) in junior school will be recognised by being awarded 'Star of the month' which is awarded in the last Friday of the month assembly. Older students will receive a commendation in the monthly assembly from either a teacher, their Tutor or Headmistress to recognise exemplary behaviour, attitude and generally supporting school aims and ethos.

5.2 Celebrate good work:

- Exemplary work is displayed throughout the MHS building.
- House points are earned for quality of work, individual effort and achievement.
- All house points contribute to the whole school total which is celebrated at the end of every week. The House Cup will be awarded to the winning house on a monthly basis.

5.3 Sanctions:

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, the severity and frequency of the incident/s.

If there are incidents of anti-social behaviour, the Form tutor discusses these with the whole class during Form time or during a PSHE lesson as appropriate to the age of the pupils. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. As a school, we do everything in our power to ensure that all pupils attend school free from fear. (See Anti Bullying Policy).

- We expect pupils to try their best in all activities. If they do not do so, we may ask them to re-do a task. However, we are very aware of the specific learning needs of our pupils and this may not always be appropriate.
- If a pupil is disruptive in class, the teacher reprimands him or her. If a pupil misbehaves repeatedly, the pupil is sent to the appropriate Head of School (junior, middle or senior). If deemed more serious this will then be referred on to the Deputy Head. If the behaviour is repeated or of a serious nature, the pupil will then be sent to the Headmistress. When required in more serious cases of misbehaviour, a detention will be given on agreement with the Deputy Head.
- For SERIOUS breaches of discipline, (bullying, gross rudeness, disruptive behaviour etc.) the offender sees the Deputy Head and where necessary the Headmistress, the event is recorded in the Behaviour Book and their parents are informed. A suitable punishment is devised which could include detention or internal exclusion with the pupil placed on report *for an agreed number of days. In extreme cases eg physical harm to others, this will lead to external exclusion which will be agreed with the Headmistress and Chair of Governors.
- Report Cards* are used for pupils who constantly misbehave or do not attempt to apply sufficient effort, after discussion with form/subject tutor, Head of School, Deputy Head and Head. The parents would be notified by the appropriate member of the pastoral team dealing with the incident; Head of School, Deputy Head or Headmistress. Staff would then give the pupil a comment for effort and behaviour for each lesson and the Deputy Head would sign the report at the end of each day. Parents would also sign the report each evening. A meeting would then be arranged with the parents and pupil at the end of the report to confirm any further actions.

6 Expected behaviour:

6.1 Pupils are expected to behave in a manner which will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated and staff will apply appropriate sanctions. In such cases of unacceptable behaviour during lessons the line of referral for staff should be: - Form tutor, Head of School, Deputy Head then the Headmistress.

6.2 If a teacher deems it necessary to remove a pupil from a lesson because of disruptive behaviour, the Deputy Head will be contacted to speak to the pupil and agree the follow up sanction.

6.3 Pupils are responsible for their property and should avoid bringing valuables or cash to school. Pupils are also advised to hand in watches and other valuables to Staff during games

sessions; no items of monetary or sentimental value should be left in the changing rooms at any time. Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage. Mobile phones are handed in at the start of the day and collected at the end of the school day. They should be clearly named.

6.4 Pupils are responsible for keeping items in lockers with locker doors remaining shut when not in use. Lockers should be cleared at the end of each Half Term or Term for cleaning.

7 The role of the Form Tutor:

7.1 It is the responsibility of the Form tutor to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

7.2 The Form tutors in our school have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

7.3 The Form tutor treats each pupil fairly and enforces the classroom code **consistently**. **The** teacher treats all pupils in their class with respect and understanding.

7.4 If a pupil misbehaves repeatedly in class, the Form tutor keeps a record of all such incidents on pupil record which is available to other teachers and leadership team. In the first instance, the Form tutor deals with incidents him/herself. However, if misbehaviour continues, the Form tutor seeks help and advice from the Head of School and discussed with the Deputy Head when necessary. Action agreed should be noted on the electronic pupil record, with a link sent to the Headmistress.

7.5 The Form tutor liaises with colleagues, as necessary, to support and guide the progress of each pupil.

7.6 It is the specific responsibility of all staff to ensure that this policy is followed. Also, that information relating to behaviour is appropriately recorded on the pupil record, and disseminated to the Form tutor (when applicable), Head of School, Deputy Head and Headmistress.

7.7 The Form tutor reports to parents about the progress of each pupil in their class, in line with the whole school assessment, recording & reporting policy. The Form tutor may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

8 The role of the Headmistress:

8.1 The Headmistress supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

8.2 The Headmistress is informed, in accordance with this policy, of records kept on Pupil record and also keeps records of all reported serious incidents of misbehaviour including bullying.

8.3 The Headmistress has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmistress may permanently exclude a pupil. Both these actions are only taken after the school governors have been notified.

CORPORAL PUNISHMENT IS NEITHER USED NOR THREATENED IN THE SCHOOL.

Any member of staff who fails to comply with this requirement will be considered to have committed an offence which would be viewed as gross misconduct and could result in the immediate termination of their employment.

The school will keep a record of any occasion where physical intervention is used, and parents and/or carers will be informed on the same day, or as soon as reasonably practicable. (See below: Use of *Reasonable Force*)

Reasonable Force

Staff may need to use reasonable force in a situation, in line with the DFE *guidance (Use of Reasonable Force DFE-00295-2013)*. The term is defined below and examples of situations where it may be necessary to use reasonable force are set out.

The term reasonable force covers the broad range of actions used by most teachers at some point in their careers, to control or restrain. This could be guiding a pupil to safety by the arm or restraint to protect from, or prevent injury or violence. *Reasonable*, in the given circumstance, means not applying more force than is absolutely necessary.

Reference:

The DfE document 'Behaviour and discipline in schools' has been referred to in the development of this policy.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Associated resources

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies)

Regulations 2012

Independent School Standards Regulations 2014