



HILL HOUSE SCHOOL

## **Promoting Good Behaviour: Pastoral Care and Discipline**

### **Introduction**

The school promotes good behaviour, self-discipline and respect. This is done through pastoral care, classroom management, assemblies, PSHE, rewards, discipline, personal example, etc. (*Behaviour and Discipline in Schools, DFE, 2011*)

The pastoral care of pupils is the responsibility of the Head of Junior School or Housemaster /Housemistress (HsM).

Behaviour Management in EYFS is the responsibility of the Head of Junior School, Mr J Hall.

### **The Form Teacher**

The daily pastoral care of pupils is the responsibility of the form teacher, who is expected to build and develop a relationship in which pupils feel relaxed and able to discuss any problems. The Form Teacher is the first point of contact for parents. Staff will encourage discussions in an informal classroom situation and pastoral themes will be used as a theme for assembly when full school discussion can take place.

Form teachers register their classes before morning and after afternoon sessions and the reason for any absence is recorded. Parents inform school when an absence is due to a medical problem.

During registration, pastoral issues can be addressed. All subject teachers, during their lessons, are encouraged to look out for any developing problems, be they academic or social and take the necessary steps, making sure they inform the form teacher and the relevant senior teachers.

In the Junior School class teachers complete a social profile of each pupil once a year and they keep them in a file with their academic records. In the Senior School there is on-going recording of any social issues.

Records of problems are put on to pupils' files and members of staff are expected to be aware of situations and keep files up to date. Any interview with parents is recorded and placed in the child's file. Problems with pupils are discussed at weekly sector meetings.

### **Communication**

The School hopes to establish a relationship between school and home by fostering good communications. Every pupil in Junior School has a communication book/folder,

which they take home daily. Members of staff write notes and put letters into this for parents and similarly parents can write to the teacher. In the Junior School parents are encouraged to look round classrooms at the end of the day and chat to the staff.

There are parents' evenings at all ages regularly when parents are given an academic and social progress report, but they may ask to see work or talk about pupil progress at any time. There are also many events during the year, which bring parents into the school environment.

School has assemblies during the week, which are Christian based and promote a caring, sharing environment. Members of staff are expected to set a good moral example through their relationships with staff and pupils. They encourage courtesy and good manners through example. Classes have discussions on behaviour and peer group interaction.

The caretakers, bus drivers, office and domestic staff form an important part of the children's environment. Pupils are encouraged to converse with all staff and include them in activities.

When pupils have problems with each other they are encouraged to talk to their Form Teacher, HsM, or senior member of staff. There will be an individual discussion and then all parties will be brought together to discuss the problem and agree a solution or course of action. Members of staff involved record all details. There is not a set procedure or manner for handling these situations as they vary considerably and also children have to be handled in a manner applicable to their needs. Staff must utilise their knowledge of the individuals involved. If the problem is serious then parents will be informed and will have discussions with the Head of Junior School/HsM. If the parent brings the problem forward, they will be contacted and invited into school for a discussion with the Head of Junior School/HsM. When the situation has been resolved they will be informed of the outcome.

## **Rewards**

A reward system of House Points is operated which recognises academic, sporting and social achievement and effort. Pupils are regularly awarded merit badges in an assembly. Senior pupils are also awarded gift tokens. There are three Houses in the school, Master, Field and School, and every child, on entry to the school, is allocated to a House.

The Junior School stages a weekly 'birthday' assembly in which certificates or stickers are given for good work and positive behaviour. This helps to promote a caring environment. House points are also awarded for positive social behaviour.

In the Junior School pupils are awarded house points for good attitude and good effort in their work, and these are recorded and displayed each week on a chart for every individual pupil. Pupils throughout the school are awarded bronze, silver and gold merit badges as and when they reach preset thresholds.

At the end of each academic year there is a Prize-giving ceremony, at which awards are made for achievement, effort and positive attitude for each year group. In Year 11 and The Upper Sixth Form, subject prizes are awarded.

## **Discipline**

We have high expectations of the children with respect to behaviour and all members of staff are asked to be consistent in their attitude and approach to it.

If children fail to respond to our expectations, and depending on the seriousness of the infringement, any or all of the following stages may take place:

- Pupil sent to HsM
- Pupil sent to Head of Junior School, Deputy Head or Headmaster.
- Imposition of Report
- Parental interview
- Fixed term suspension.
- Permanent exclusion.

In addition, members of staff are aware that:

- they should continually be emphasising good manners in the school;
- children must not be left standing outside classrooms;
- there will be no corporal punishment, or threat of corporal punishment;
- physical violence amongst children will not be tolerated;
- children showing disrespect to any adult will be seen by the Headmaster;

Although teachers may not use corporal punishment as a disciplinary sanction, they and others, if authorised to do so by the Headmaster, may physically intervene with such force as is reasonable to prevent a pupil from:

- committing a criminal offence;
- injuring themselves or others;

Any instance of physical intervention will be reported to parents on the day, or as soon as possible thereafter.

## **Monitoring of Concerns/Misdemeanours**

Pastoral Leaders monitor concerns regularly to help establish patterns of behaviour and to be able to take proactive steps to reduce concerns and misdemeanours.

In the Junior School, Concerns and Misdemeanours are monitored regularly by The Deputy Head of Junior School and the Head of Junior School.

In the Senior School, Concerns and Misdemeanours are monitored regularly by the appropriate Pastoral Leader (Housemaster, Housemistress, Head of Sixth Form) and the Deputy Head .

Serious Disciplinary Incidents are logged in the School Office and monitored regularly by the Headmaster.

## **Equality Act 2010**

The school is mindful of its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and reasonable adjustments are made for these pupils.

<b>Standard Rewards</b>	<b>Example of situations in which used</b>
Verbal commendation.	Praise often for good work and good behaviour
Display work	Display examples of good work to reward those producing it and encourage others.
House Point	Showing initiative, taking responsibility, spontaneous acts of kindness, helpfulness, thoughtfulness, for exceptional <b>effort</b> in academic work, for excellent verbal answer in class.
Praise Postcard	Available from Departments, to be sent via post to parents, to commend excellent work.
Departmental Reward	An excellent piece of work relative to the standard of the class as a whole, or of the student in particular.
<b>Standard Sanctions</b>	<b>Example of situations in which used</b>
Verbal reproof	Minor misdemeanour – e.g. calling out
Separate from rest of class/move place in class	Persistent minor misdemeanour – e.g. repeated calling out
Repeat a piece of work	Automatic for work that is not up to standard
Order Mark	The standard and necessary punishment for poor behaviour. Homework not completed without reason, Uniform Offences, Yobbishness, Disobedience. On average a member of staff might give out approximately 2 per week.
Lunchtime detention Work or an activity to be set by supervisor	2 Order Marks in one term
After School Detention. & Tutor Report	4 and more Order Marks in one term
After School Detention. & House Report	6 and more Order Marks in one term
Intervention by Deputy Head or Head of Juniors	Individual acts, likely failure to pass report
Headmaster's Report	For serious disciplinary incidents or failure to pass House Report
Send out of lesson. Students must be sent to Reception	Only use if there is an immediate and significant disruption to the lesson. If there is immediate physical danger to others or their belongings.
Suspension	Carried out by the Headmaster for students who consistently fail to keep to our standards, or for single major incidents. Work will be set as appropriate by individual teachers and communicated by the Form Tutor.
Expulsion	Carried out by the Headmaster for students who show consistent disregard for our standards. Automatic for certain offences with restricted substances.

## **Suspension from School**

Should this action be deemed necessary, it will be following interview with the pupil and his/her parents/guardians. The reason for the school's action in applying a fixed term suspension to a child will be discussed with the child and conveyed both verbally and in writing to the parents/guardians. The school will expect understanding and support from the parents/guardians.

After such action, and the child's return to school, the school, in partnership with the parents/guardians, will offer reasonable support and guidance to the individual pupil. At this stage it will be made perfectly clear in writing that if, after the child's return to school, the problem were to persist then permanent exclusion would be highly likely.

## **Permanent Exclusion**

A permanent exclusion may be applied summarily in a number of circumstances, e.g., use of a weapon, inappropriate sexual behaviour, possession of drugs, repeat of an offence that resulted in a fixed term exclusion. This list is not exhaustive. In such cases, parents will be asked to remove their child from the school as soon as practicable. The child will be removed from lessons and supervised until collection is possible.

The reason for the school's action in applying a permanent exclusion to a child will be discussed with the child and conveyed both verbally and in writing to the parents/guardians.

15/09/18