



HALL MEAD

SCHOOL

Student Rewards, Behaviour and Support

HALL MEAD SCHOOL

'A Family for Life – Disciplining with Dignity'

Agreed by Headteacher:	September 2021
Next Review Date:	July 2024

(Hall Mead School adheres to the Behaviour and Attendance Policy promoted by Empower Learning Academy Trust. This local policy relates to the application of the aims and objectives set out in that document)



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1. Policy Statement on Behaviour for Learning

Statement of Purpose:	The purpose of this policy is to ensure that all staff share clear expectations and communicate them to students so that outstanding behaviour is achieved to enable students to learn in the most effective manner, through the consistent delivery of this policy.
Rationale:	That positive and good behaviour are at the core of a successful school.
Expected Outcomes:	Outstanding behaviour will enable all students to: build knowledge, learn in the most effective manner, treat others with kindness and build inspiring futures.

2. Guiding Principles

To encourage well-behaved, self-disciplined, kind, respectful and motivated students (throughout their school journey and their lives beyond school) so that they become well-rounded citizens who make a positive contribution to society.

To modify the behaviour of those who do not conform to the requirements of the Academy regarding such matters as school work, uniform, rules and attitude to staff.

3. Discipline with Dignity – Hall Mead School’s Approach to Behaviour Management

The Academy needs to have a series of values that are commonly shared that enables staff to use their discretion reflecting their skills, personality and qualities, but within a framework of consistency.

Our Academy conduct values are underpinned by the behaviour philosophy ‘Discipline with Dignity’ and are as follows:

1	There is no quick fix to establishing outstanding behaviour
2	Do things which are effective/impactive
3	Be fair and consistent, but consider an individual student’s needs - do not treat every student the same
4	Rules must make sense
5	Model what you expect
6	Give the opportunity for students to take responsibility
7	Confront misbehaviour with dignity and authority
8	Be persistent when setting sanctions
9	Be willing to discuss issues surrounding misbehaviour with colleagues
10	Strive to get the decisions about student discipline and behaviour correct

4. Home – School – Parent / Carer / Student Agreements

a. As a parent/carers of a child at Hall Mead School, I will:

- Ensure that my child goes to school regularly, on time and properly equipped
- Telephone before 9.00 a.m. if my child is absent and provide a written note of explanation for the absence on their return



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- Make the Academy aware of any concerns or problems that might affect my child's work or behaviour
- Support the Academy's policies and guidelines for behaviour
- Support the Academy's policies for uniform and appearance
- Support my child in homework and other opportunities for home learning
- Attend parents' evenings, meetings and reply to communications about my child's progress
- Get to know about my child's life at school
- Support the school in conflict resolution understanding that all children can make mistakes
- Regularly read information on the website, the weekly Parentmail and check the SIMS App so that I am kept up-to-date with important details of relevant policies, meetings, events and information about my child
- Respect the confidentiality of each child
- Appreciate the impact my child has on the efficient education of other children

Students can expect to receive positive feedback through verbal praise, Achievement Points and a range of certificates and rewards.

b. As a student at Hall Mead School, I will ensure that I:

- Attend the Academy regularly and on time
- Bring all the books and equipment I need every day
- Follow the Academy rules on behaviour, uniform and appearance
- Complete all classwork and homework to the best of my ability and on time
- Ask for guidance and help from my parents/carers and teachers to complete tasks to the best of my ability
- Work co-operatively with all staff and students
- Be a responsible citizen as I travel to and from the Academy and whenever I take part in off-site activities.
- Show independence in, and develop control over, my own behaviour and learning
- Treat others with dignity, respect and kindness
- Accept responsibility for my own behaviour and learning
- Be engaged with learning and the life of the Academy
- Tell a member of staff if I am worried or unhappy
- Respect the school building, equipment and school grounds
- Follow any additional codes of conduct introduced by the Academy such as COVID-19 Code of Conduct
- Take responsibility for the impact my behaviours have on the learning of others

c. Hall Mead School will:

- Care for your child's safety, wellbeing and happiness using the 'Discipline with Dignity' guiding principles
- Treat your child with dignity, respect and kindness
- Ensure that your child achieves their full potential as a valued member of the school community to enable them to progress successfully beyond Hall Mead School



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- Provide a balanced curriculum, appropriate teaching and strategies to meet the needs of your child
- Set, mark and monitor classwork and homework and provide feedback
- Establish high standards of work and behaviour through building good relationships, developing a sense of responsibility, promoting tolerance and implementing rewards and sanctions fairly
- Provide a range of extracurricular activities
- Keep you informed about general school matters and about your child's progress in particular through reports and parental meetings
- Contact parents/carers if there is a concern relating to attendance, punctuality, progress, behaviour, uniform/appearance
- Respect the confidentiality of each child
- Teach students the principles of personal safety, in particular, e-safety and support them in the appropriate use of social sites

5. **Classroom Management**

a. **Classroom Management – Guiding Principles**

- Use the school's values of 'Discipline with Dignity' to provide clear and consistent expectations of behaviour
- Follow the Hall Mead 'Lesson Principles'
- Check attendance by completing the class register near the beginning of a lesson. This should be completed using SIMS or, if this fails, then send or give written details to staff in the pastoral office
- Ensure that students enter and leave the classroom with correct uniform and in an orderly fashion
- Check that students are properly equipped for learning
- Check that class work has been completed to a good standard relative to the ability of the student. Ensure that written work is neat and accurate and that each piece of work is dated with headings underlined
- Monitor homework
- Mark and return work promptly and regularly
- Offer the opportunity for individual guidance and counselling to students to develop, monitor and review behaviour and achievement

b. **Classroom Management – Useful Strategies for Staff**

- To be on time for lessons and greet the class at the door
- Ensuring students know your classroom expectations and routines
- Allow students to take responsibility and act maturely
- Involve students actively in their learning following the principles of Discipline with Dignity



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- Ensure that the relationship between teacher and student is friendly yet respectful. Over familiarity may lead to a loss of respect and control
- Reward students for good work, positive behaviour and any other appropriate positive reason
- Listen to reasons before making judgements
- Being fair and consistent when dealing with students but don't treat all students the same
- Taking corrective action where necessary – refocus/redirect then apply a consequence if needed and record
- Being courteous and polite to students, refer to them by their forenames and expect students to address staff and visitors in a respectful manner (Sir, Mr, Miss, Mrs, Ms) and open doors for them
- Speak assertively to students
- It is essential to remain in control of the situation
- Ensure that students show respect for the buildings, furniture, etc
- Deal with individuals rather than groups or entire classes. Never detain a whole class for the behaviour of a few students
- Only restrain a student if it is essential to prevent injury to yourself or a third party (see appendix)
- Model the values you expect

c. Classroom Management – The Role of the Form Tutor

- Be on time and ready to greet the form at the door and check uniform
- Remain calm and behave in a professional manner at all times
- Demand and model high standards of behaviour from all students
- Follow a suitable seating plan
- Address issues of poor behaviour
- Mark students absent / late
- Contact home where appropriate to discuss concerns
- Monitor behaviour, achievement, attendance and punctuality of students in their form
- Record incidents of behaviour and positive achievements on SIMS
- Place student on Tutor Report where necessary
- Refer significant issues that need to be dealt with immediately to Head of Year / SLT

6. Celebrating Successes

The Academy has always insisted on the highest standards of behaviour and discipline and our parents have high expectations of the school in these matters. It is essential that staff and students continue to work together to ensure that a learning and social environment are maintained where concern for others, positive behaviour, responsibility, kindness and respect are valued and achieved.

The Academy recognises that a key part of developing the potential of our young people is giving encouragement and praise.



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Praise is a key component of discipline with dignity, good teaching and good staff/student relationships.

Staff are encouraged to actively look for opportunities to praise students both within and beyond lessons. The school encourages our students to strive for excellence which we take to mean being the best that they can be, regardless of ability.

Our system of rewards allows us to celebrate achievement, excellence and student contribution in all aspects of school life.

a. Achievement and Behaviour Point System

The school will take opportunities throughout the year to celebrate the progress of students and will ensure that all parents/carers are kept informed of their child's rewards.

We welcome feedback from students, parents/carers, teachers and governors in order to improve our system. Certificates will be awarded to keep parents/carers further informed of progress.

Tutors will regularly monitor the number of achievement and behaviour points and draw attention to the data provided.

b. How do we reward and celebrate students?

- Achievement Points via the SIMS App (parents/carers will receive a notification that their child has received an Achievement Point)
- Assembly – praise from peers and teachers
- Being sent to HOY/SLT/MLT for 'well done' or to show work
- Chart to display House, Year Achievement Point Totals
- Comment in student planner
- Letters of commendation
- Postcards
- Display work on the wall
- Faculty praise postcard / commendation
- Marking – stamps, stickers, written comment
- Peer nomination
- Phone calls / email home
- Verbal praise
- Jack Petchey Awards

This list can, and will be developed, as new ideas evolve.

7. Unacceptable Behaviour and Sanctions

It is important that school staff are able to discipline students whose conduct falls below the standard which could reasonably be expected of them. This means a student who misbehaves, breaks a school



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rule or fails to follow a reasonable instruction. A member of staff may impose a sanction on a student whose conduct does not meet the school's expectations and standards.

A sanction can serve a range of functions:

- To reinforce school expectations
- As a deterrent / discouragement (personal and whole school community)
- As a platform to build a bridge between different parties

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Incidents are fully investigated using a range of approaches and methods. If it appears during an investigation that a serious disciplinary offence is a matter for Social Care or the Police, pastoral staff may stop an internal investigation immediately and refer the matter to the Deputy Headteacher in Charge of Behaviour for Learning and/or the Safeguarding Lead as appropriate. It may be necessary during an investigation to isolate a student. Notes should be kept by the member of staff interviewing the student(s) and retained for future reference. Individual written statements should be taken wherever possible and they must be dated and signed by the student concerned; a member of staff can write the statement on behalf of the student. Any amendments made to statements by a member of staff should be signed by the member of staff.

a. Examples of the Causes of Behaviour Issues with Students

- Incorrect Uniform and Appearance
- Incorrect Equipment for Learning
- Misuse of items brought in to school
- Issues surrounding Student Planner
- Classwork e.g. failure to complete a set task
- Homework e.g. not submitting work within the set deadline
- Rudeness to staff
- Failure / refusal to follow staff instructions
- Disruption to lessons
- Verbal or Physical threats to others
- Misuse of ICT (including cyber bullying)
- Peer on peer conflict
- Punctuality to school and/or lessons

The Deputy Headteacher (Behaviour for Learning) is overall in charge of sanctions at the school (with the exception of exclusions which only the headteacher can sanction).

- Within the teaching classroom (Periods 1-5) (which includes the period of time immediately before lessons, in lessons and the time during dismissal), it is the responsibility of the class



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teacher and the Faculty to manage behaviour and maintaining discipline, including the follow up and imposition of appropriate rewards and sanctions.

- Within form time/assembly (this is taken to include the period of time when students are lining up to enter a tutor room/assembly hall, in the form period/assembly and the time during dismissal), it is the responsibility of the form tutor and the pastoral team to manage behaviour and maintain discipline, including the follow up and imposition of appropriate sanctions.
- Before school, at break time, lunchtime and after school, it is the responsibility of those who are on duty, the duty team leader and the pastoral team to follow up and impose appropriate rewards and sanctions.
- Teachers can also discipline pupils when a pupil's misbehaviour occurs outside of school.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

b. Types of Sanctions

Behavioural issues should be dealt with according to the Discipline with Dignity framework. The school makes use of a range of sanctions depending on the behaviour.

These include:

- Verbal reprimands/counsel
- Time Out
- Loss of privileges e.g. not being able to play football at lunchtime
- School based community service or imposition of a task
- Regular reporting and monitoring
- Break time, lunchtime and after school detentions (parental / carer consent is not required for detentions)
- Repeating work or additional work
- Contact with parents – phone calls, letters and email
- Report Card (Faculty/Pastoral)
- Lesson Relocation
- Head of Year Detention
- Faculty Detention
- Internal Isolation / Reflection Time
- Direction off Site
- Alternative Provision Placement
- External Exclusion (Fixed Term) - this can only be sanctioned by the Headteacher (or in his absence a Deputy Headteacher)
- Permanent Exclusion



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c. Examples of Sanctions:

(NB: We reserve the right to be flexible in our approach to sanctions)

Arriving late to school on 3 occasions	Head of Year after-school 30-minute detention Monitoring Parent / Carer and School meeting
Forgetting homework	Conversation with student Contact parent / carer Detention
Chewing gum in a lesson	Reminder of school expectation Class Teacher detention
Uniform infringement	Reminder of school expectation Head of Year detention
Late to lesson	Conversation with class teacher Monitoring Refer to Head of Year Head of Year detention
Truancy	Reflection Day
Failure to follow a reasonable instruction	Fixed Term Exclusion
Homophobic Incident	Fixed Term Exclusion
Racist Incident	Fixed Term Exclusion

d. Possible reasons for an External Fixed Term Exclusion / Direction off Site / Alternative Provision Placement:

- Failure to follow a reasonable instruction from any member of staff
- Walking away from a member of staff
- Swearing directly or indirectly at a member of staff
- Fighting
- Theft
- Smoking/Vaping on or near the school site
- Bringing the school into disrepute
- Bringing in inappropriate materials such as fireworks, alcohol, drugs, stolen items, cigarettes or pornography
- Any article that has been or is likely to be used to commit a breach of the school rules, cause personal injury or damage to property
- Serious examples of bullying
- Persistent breaking of minor school rules
- Any other misdemeanour as deemed appropriate by the headteacher
- External Exclusion (Permanent) will only be used as a last resort and will be in accordance with the latest guidance from the DFE on exclusions. The latest guidance can be found at:



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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

e. Lesson Relocation

- A lesson relocation can be used to relocate a student to another lesson due to a persistent breach of the school behaviour expectations
- Students who are relocated will automatically receive a 1-hour detention with a Head of Faculty / Head of Department

It is the expectation that:

- All departments will have a 'relocation' timetable which is published to their subject area and SLT link
- The class teacher will inform the parent/carer of the relocation

f. Report Cards

These are used to monitor student's behaviour and effort. These are in the form of subject or form tutor reports cards / pastoral report cards.

8. Student Support Systems:

It is important that students at the Academy feel supported so a range of services can be accessed where appropriate.

Examples of school support services include:

- School counsellor
- Mentoring
- SENDCO advice / support / signposting
- School Nurse
- Mental Health First-Aider
- Prefects for peer support
- Police workshops
- Special Educational Needs assessments
- Referral to outside agencies such as bereavement counsellor, mentoring programme, anxiety programmes, CAMHS, Social Care etc
- Signposting to services which specialise in self-harm, anxiety, sexuality, resilience work etc
- Form Tutor programme
- Restorative Justice mediation
- Meetings
- Monitoring
- Staff Case Conferences
- Pupil Profiles



Appendix:

1	Searching Students
2	Confiscation
3	Use of reasonable force
4	Abuse or intimidation of staff outside school
5	Student Code of Conduct
6	Cycle Use Agreement

1. Searching Students

The Headteacher and authorised staff have the right to search pupils or their bags and lockers, without consent if there are reasonable grounds to suspect that the pupil has any of the following items:

- Personal electronic devices such as mobile phones and cameras
- Weapons
- Legal highs
- Illegal substances
- Pornography
- Cigarettes (including e-cigarettes)
- Fireworks
- Stolen items

The Headteacher and authorised staff also have the right to search electronic devices and do so following statutory guidance for dealing with electronic devices as published by the Department for Education in January 2018: 'Searching, screening and confiscation'.

A copy of this departmental advice can be found at:

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

Authorised staff are: Headteacher / Senior Leadership Team / Pastoral Team

2. Confiscation

The Education and Inspection Act (2006) allows school staff to seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.



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3. Use of Reasonable Force

All members of school staff have a legal power to use reasonable force (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>), to prevent a pupil from doing, or continuing to do any of the following:

- Injuring themselves or others
- Causing damage to property (including the pupil's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the School among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)

4. Abuse or intimidation of staff outside school

The school will adopt firm measures against abuse or intimidation of staff by students. This includes unacceptable conduct by students when not on the school site or outside of school hours when not under the charge of a member of staff of the school. Students involved in any such activity can expect to be:

- Instructed to behave in an acceptable manner by school staff and to be disciplined on their return to school.
- Referred to a Senior Member of Staff
- Parents contacted.
- Issued with an appropriate sanction (police may be contacted and the academy will support staff in doing so)

5. Racist / Homophobic Incidents

The school will not tolerate any form of discrimination including racist / homophobic behaviour, and all incidents should be formally reported to a member of SLT for further action. All racist / homophobic incidents must be logged on My Concern, Safeguarding Software



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6. Student Code of Conduct – September 2022



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School Uniform and Equipment

- I will be dressed in full school uniform including wearing appropriate footwear.
- I will speak to my form tutor, or Head of Year, if I experience any difficulties with wearing full school uniform.
- I will be fully equipped for my time in school with my own stationery and drinking water.
- If needed, I will ensure that I have in my possession a footwear or uniform pass to show staff.

Punctuality and Attendance

- I will attend school on time.
- I will attend my lessons on time.
- I understand that attendance to school is compulsory.

My Attitude to Learning

- I will complete all classwork and homework and on time.
- I will ask for guidance and help if I need it.
- I will work co-operatively with all staff and students.
- I will follow instructions and rules, the first time, and every time.

Travelling to and from the Academy

- I will be a responsible citizen as I travel to and from the Academy and whenever I take part in off-site activities.

How I treat others / if I need help

- I will treat everyone with dignity, respect and kindness.
- I will accept responsibility for my own behaviour and learning.
- I will respect our school environment.
- I will tell a member of staff if I am worried or unhappy.



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- I will follow any additional codes of conduct introduced by the Academy such as a COVID-19 Code of Conduct.

Health and Safety

- I will not attempt to make physical contact with any person.
- I will inform a member of staff immediately if I feel unwell.
- I will not deliberately, and unnecessarily, perform actions associated with symptoms of Covid-19, for example, but not limited to, coughing and/or sneezing.
- I will follow government guidance when needing to cough or sneeze by covering my mouth and nose with a tissue or coughing or sneezing into my arm. I will follow the advice of: catch it, bin it, kill it.

I confirm that I fully understand the above Code of Conduct and will conform to the rules outlined.

Name:

Form:

Date:

Signature:

7. **Hall Mead School Cycle Use Agreement**

At Hall Mead School, we recognise the health benefits of cycling to school.

In order to promote safety, and ensure that our students remain safe whilst on their journey to and from school, we require that both parents/carers and students to agree to the following terms and conditions before a bicycle is brought onto school property.

1. Parents/carers agree to only permit students to use a cycle that is deemed to be safe to ride on the road. This is outlined in the **1983 Road Traffic Act**:

All pedal cycles used on the public highway must have fully functioning efficient brakes to both front and rear wheels. And where cycles are used close to dawn or dusk, must have reflectors on the front and rear.

2. The cycle is in a good general condition and maintained regularly to ensure tyres and brakes are in good working order.



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3. The use of the cycle to and from school falls under our **School Code of Conduct** and students are therefore expected to uphold the values of the academy at all times.
4. Parents/carers accept responsibility to ensure that students are wearing the correct safety equipment, such as an approved cycle helmet. The Academy cannot take responsibility for students wearing the equipment whilst on their journey.
5. The cycle is parked at the school in the appropriate shelters and locked with an appropriate security lock. The Academy cannot accept responsibility for lost/stolen/damaged bikes.
6. Any student that fails to meet point 3 above will have their cycle to school entitlement revoked temporarily in the first instance and then permanently if a further instance occurs.
7. Poor conduct on a cycle includes, but is not limited to:
 - Riding on one wheel on a public road
 - Riding double file in the main carriageway
 - Failing to display the appropriate level of courtesy for other road users or pedestrians
 - Having more than one person on a bike
8. Hall Mead School reserves the right to terminate this agreement at any point.

I accept the terms detailed in this agreement and will ensure my child follows the conditions put in place by the school. An electronic copy of this agreement is available on the school website.

Student Name:	
Student Signature:	
Parent/Carer Signature:	
Make of Bike:	
Model of Bike:	
Colour of Bike:	
HOY Signature:	
Date:	