Harlington Upper School

Behaviour Policy

Policy Number HUS004

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Approved By: Full Governing Body

Document Control		
Edition	**Issued**	**Changes from previous**
1	21/06/2012	Replaces the School Behaviour policy
2	17/07/2014	Revised date of "Screening, Searching and Confiscation" from April 2012 to February 2014, and "Use of Reasonable Force" from April 2012 to July 2013. Individual achievement award criteria amended.
3	22/10/9/2015	Refreshed and re-ordered. Section on "Social Time" added– pg 6
4	12/9/2016	Minor changes

Policies/Documents referred to in this policy	Persons named in this policy
Special Educational Needs and Disability Policy Safeguarding & Child Protection Policy	

Review Frequency: Annually

Review Date: September 2017

Harlington Upper School

Behaviour Policy

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Rationale

The intention of this policy is to ensure that our school aims can be met in a well-ordered and caring environment, in which staff, students and visitors are safe, within the parameters of the Governors' Statement of Behaviour Principles (*Appendix 1*). The school encourages students to take responsibility for their own and others' behaviour through the reinforcement of the school motto 'know thyself'. Students are consulted via the Student Leadership Group and work in form base tutorial time and parents are consulted via school newsletters and the Parents' Forum Group. Curriculum is one of the most powerful tools in the effective management of behaviour. It needs to be differentiated in order to meet individual needs and reflect relevance to everyday life with alternative routes to learning made available when necessary.

Aims

This document sets out measures that are intended to:

- Promote good behaviour, self- discipline and respect
- Prevent bullying
- Ensure that students complete assigned work
- Regulate the behaviour of students.

This policy works within the parameters of the schools' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).

Staff Responsibilities

Governing Body	• To oversee and approve the policy
Headteacher	• To ensure that all staff act in support of the policy • To advise on serious discipline issues
Deputy Head	• To advise House Leaders on sanctions and rewards • To review policy and to publish excerpts to parents and in school homework planner • To brief all staff on changes in policy
Head teacher Team	• To review curriculum provision • To brief Subject Leaders on policy changes • To arrange nomination and presentation of rewards
House Leaders	• To oversee the behaviour of their house group • To support tutors in upholding the policy • To encourage reward and competition
Subject Leaders	• To support members of department in upholding the policy • To ensure relevant information is displayed within department
All Teaching Staff	• To be familiar with and support the rewards and sanctions of the school • To carry out the role of form tutor and through this support the policy
Support Staff	• To support teaching staff in the use of rewards and sanctions • To investigate incidents of poor behaviour and engage outside agency support where necessary

Behaviour Management

The school has a consistent approach to behaviour management that the leadership of the school aims to strongly support at all times. Students are actively taught about appropriate behaviour during assemblies and form time as well as reprimanded when behaviour falls short of our expectations.

Staff can use a number of school strategies to support them in maintaining good order and discipline in the school.

Rewards

Everyone enjoys being praised so wherever possible the success of students in school should be recognised.

The importance of a stimulating, relevant curriculum cannot be understated as a motivational factor for both students and staff and as a tool for the effective management of behaviour. The regular reinforcement of good behaviour along with the recognition of:

- Achievement
- Effort

- Extra-Curricular Contributions
- Good Attendance and Punctuality

is probably the most effective ways of ensuring positive attitudes towards the school community. In addition, these strategies motivate students to respond fully to give of their best in all aspects of school life. The House structure is intended to generate healthy competition, a positive school ethos and a desire to succeed.

It is vital that rewards and praise are seen as more effective than sanctions in bringing about changes in behaviour.

Students will be rewarded in many ways but the following will be in evidence:

- The awarding of achievement points via the schools' electronic Information Management System (SIMS) (see below)
- Frequent oral and written praise
- Positive marking of students work with evidence of formative assessment
- Displays of work produced by students
- Referral to other staff for recognition e.g. Head of Department, House Leader, HTT Link or Headteacher
- Letters and 'good news' postcards home to parents
- Positive comments written into Homework Planner

Staff award students with achievement points via SIMS. Achievements are awarded by teachers for a variety of activities, such as:

- Assisting on parents evening
- Excellent homework
- Support in extra-curricular activities
- Focus in class
- Form time contribution
- Good uniform
- Great effort
- Improved behaviour
- Meeting deadlines
- Active participant in peer support
- Progression in class
- Test results
- Contribution to the school community

Accrued achievement points are reviewed regularly and trigger certificates at certain levels.

Special Reward Events

Students who have made a notable, additional contribution to school life are further acknowledged in a series of 'special reward events'.

<u>Sports Awards</u>

Towards the end of each academic year there will be special sports award assembly for those members of the year group who have achieved sporting excellence, consistently represented the school or who have regularly attended extra-curricular activities.

<u>Achievement Assemblies</u>

Students who have excelled in academic, sporting, extra-curricular or out of school events have their achievements recognised in special 'achievement assemblies', which take place through the academic year.

<u>Awards Evening</u>

This annual event, celebrates the achievements of Harlington Students in the previous academic year. Awards are presented for academic achievement and effort in subjects, contribution to the form and House alongside 'special awards' for outstanding endeavours in specific areas.

Reporting poor behaviour

Harlington Upper School will not accept any form of verbal abuse, violence or threatening behaviour between students, from students toward staff or from parents or visitors to the school. Such conduct must always be reported immediately through established school procedures. Where a member of staff feels they have been abused or threatened they should report it directly to the Head Teacher or Deputy Head Teacher and record the details in line with school policy.

Behaviour Choices

A copy of the Behaviour Choices system should be displayed in every classroom in the school (Appendix 2). Behaviour Choices empowers classroom teachers and duty staff to deal with the vast majority of incidents of 'low level' disruption, with the potential to refer concerns to senior staff in the school.

All behaviour concerns should be logged on the School's Electronic Information Management System (SIMS) so that potential trends can be identified and allocation of appropriate interventions and sanctions can be applied across the school (see 'Student Support Systems').

'On Call'

Teachers may want to use the 'On Call' system for incidents at a C5 or above (see appendix 2, Behaviour Choices), if they feel that a student's behaviour is seriously undermining their ability to maintain good order and discipline in the school.

Staff should also use the 'On Call' system for serious incidents which may warrant immediate removal from the classroom.

Examples of such behaviours include, but are not restricted to:

- Obvious physical abuse or violent behaviour
- Overt racial abuse
- Overt personal abuse to a member of staff
- Possession of alcohol or drugs

See Appendix 3: '*Use of the 'on Call' System.*

Social time behaviour

All staff, whether on duty or not, have a duty to intervene in any behaviour that could be regarded as unruly, anti-social or unsafe. The behaviour policy will be used to modify the behaviour of any students whose conduct falls below our standards.

Outside the school

Staff have a statutory power to discipline students for misbehaving outside the school premises even when the student is not in the charge of the member of staff.
Staff may discipline a student if a student is, or has been, engaging in misbehaviour that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another student, member of staff or member of the public.
- Could adversely affect the reputation of the school.
In these circumstances the member of staff will inform the House Team who will investigate the incident and apply an appropriate sanction, in line with the 'Behaviour Choices' system (Appendix 2).

Searching, screening and confiscation

Members of the Student Welfare Team, and Head Teacher Team can search a student's outer clothing, possessions and locker where they consider the student may be in possession of banned or prohibited items, in accordance to the DFE advice '*Screening, Searching and confiscation'* (February 2014).

Under most circumstances the search should be conducted in the presence of the student and a staff witness and at least one member of staff should be the same sex as the student being searched.

It is good practice to inform the parents of the search and its result, and that the search is recorded on the student's behavioural record.

Searching with consent

Staff can search students with their consent for any item. Staff will ordinarily ask the student to turn out their pockets and bag. Where a student refuses to co-operate with a search, the school can apply an appropriate disciplinary penalty in line with refusal to stay in a detention or defiance (Behaviour Choice 6).

Searching without consent

A member of the Head Teacher Team (on school premises) or the school trip leader (elsewhere in England) have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
  o To commit an offence
  o To cause personal injury to, or damage to the property of, any person (including the student)
- Other items banned by the school:
  o Excessive quantities of food or drink or any other materials where there is a suspicion that these have been brought onto the school site with the intention of marketing items to other students.
  o Items which harm the good order and discipline in the school such as stink bombs and water balloons.

Confiscation

School staff can confiscate a student's property if in doing so it enables them to maintain good order in the classroom and where it is reasonable to do so. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Confiscated items should be placed in an envelope and passed to the front office of the school for a parent to collect. Parents should be informed of the confiscation.

Reasonable force

All members of school staff have a legal power to use reasonable force to control or restrain students, as detailed in the non-statutory DFE advice: '*Use of Reasonable Force*' (July 2013).

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Force might be used to prevent students from:
- hurting themselves or others
- damaging property
- causing disorder.

Force should not be used:
- In anger
- To punish a student – it is always unlawful to use force as a punishment.
- To control or restrain a student in order to discuss an infrigement of the school rules where the above circumstances do not apply. In such cases, staff should inform a senior member of staff through the 'On Call' System.

Staff have a legal duty to make reasonable adjustments for disabled students and students with Special Educational Needs (SEN).

Sanctions

Sanctions can be applied in order to:
- Maintain good order and discipline in the school
- Safeguard a student in the school
- Support of students completing assigned work, where previous poor behaviour has hampered work rate
- Respond to punctuality and truancy
- Respond to incidents of bullying (including racist / homophobic / religious and any other incidents relating to the victimisation of a minority group)
- Respond to malicious allegations made against school staff

Sanctions will be applied in accordance with the schools 'Behaviour Choices' system and may be in the form of:
- Detentions
- Isolation
- Internal Exclusion
- Exclusion from school

Detentions

Detentions can be set at break times, lunch times, outside normal school hours (on days where the student does not have permission to be absent), and training days.

Where detentions extend over meal times, students must be given the opportunity to eat and drink and use the toilet.

Whilst parental consent is not required for detentions, school staff should liaise with parents to ensure that the proposed detention is reasonable. Staff should not issue a detention where they know that doing so would compromise a student's safety, for example if the student is unable to get home safely; or if the student has caring responsibilities which mean that the detention is unreasonable.

Isolation

Students can be isolated from their normal lessons and work outside their House Office, in Learning Support or on the HTT corridor. Work is provided by their teachers and students are expected to work independently. Parents will be informed of this sanction and the reasons for it.

Internal Exclusion

Internal exclusion can be used as an alternative to exclusion, or as a sanction within the parameters of the 'Behaviour Choices' system.   Where a student is internally excluded, parents will be informed and will be required to attend a re-admission to lessons meeting. Work is provided by teachers and students are expected to work independently

Exclusion from school

In all matters regarding exclusion,the school will follow guidance given by the Department for Education "Exclusion from Maintained Schools, Academies and pupil referral units in England (2012)"

Exclusion is regarded as the last resort, to be used when other disciplinary processes have failed or when a one off incident is deemed to be of a very serious nature.

A decision to exclude permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Serious single breaches of the school's discipline policy might include, but not be limited to:

- Serious threatened or actual violence against a student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The decision to exclude can only be made by the Head Teacher, or in the Head Teacher's absence, the Deputy Head. Parents are notified by phone and then letter and a readmission interview is arranged. A copy of the exclusion letter is sent to the Local Authority Inclusion Officer and the School Governors Discipline Committee Chair.

The House Leader must:

- Ensure that the student is isolated while any investigation is carried out.
- Produce a full written record of the incident.
- Contact parents of all students involved in the incident to advise of the outcome.
- Ensure that work is sent home for the student during the exclusion.
- Possibly call a case conference if other concerns arise about the student.
- At the readmission interview with parents and the student a Student Support Plan will be set up to help reintegration to the school. Targets will be set and these will be reviewed at a subsequent pre-arranged meeting with parents. The targets will be monitored by a report card system.

If there are serious concerns about the student's ongoing conduct, the Local Authority Inclusion Officer may be invited to the readmission meeting.

In all cases, sanctions must be proportionate, reasonable in all the circumstances and take into account the student's age, any special educational needs or disability that they may have and any religious requirements affecting them.

Student Support Systems

A proactive and timely response to behavioural incidents is key in preventing recurrence, or escalation of inappropriate behaviours.

In reviewing a student's behaviour, staff should consider if there is a possibility that the child is suffering, or likely to suffer, significant harm or whether there is likelihood that continuing disruptive behaviour is resulting from unmet Special Educational Needs. In these circumstances the school's policies for Safeguarding and Special Educational Needs should be followed.

School Behaviour Log

Behaviour Choices are reviewed daily on the School Behaviour log by Form Tutors, House Leaders and members of the Student Welfare Team.

When the need for support is identified, the House Team implements a wide range of strategies designed to address the concerns. Interventions include, but are not restricted to:

- Liaison with parents
- Round robin requests to staff for additional information
- Reports to Form Tutor / House Leader / HTT
- Assessment by the school SENDCO
- Completion of a Student Support Plan
- Referral to the House Intervention Worker or outside agencies for support including:
  o Peer mentoring
  o Adult mentoring
  o Behaviour modification
  o Self-esteem work
  o Protective behaviours programme
  o Anti-bullying support
  o Stop-smoking programme
  o School counsellor
  o Youth Worker
  o CANYP
  o School Nurse
  o Child and Adolescent Mental Health (CAMH)
  o Timetable modification
  o Curriculum modification
- Completion of an Early Help Assessment (EHA)
- Referral to Children's' Services
- Referral to School Attendance Officer
- Referral to the Educational Psychologist
- Risk of Permanent Exclusion (ROPE) hearing with Governors

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

Introduction
The governing body is required to set out a statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils. In doing so the governing body must have regard to guidance from the Secretary of State. Before making their statement of principles the governing body must consult the head teacher, staff, parents and pupils. The governors will review these principles regularly and will consult on any changes.

Core Principles
Harlington Upper School is a caring community founded on three core principles:

Respect for All:
We are committed to understanding and respecting the differences between people and demonstrating this in our actions and words.

High Expectations
We hold high expectations for all members of the school community, in everything that they do.

Know Thyself:
We recognise and promote the value of reflection and review in promoting a positive sense of identity for our school and for individuals as part of the school community.

Responsibility:
We recognise that through taking responsibility all individuals can achieve highly and make a valuable contribution to the local and wider community.

We believe that good behaviour leads to positive learning outcomes and will support our aim of achieving 100% progression for our students. Our behaviour principles therefore aim to ensure that our core principles are achieved in a well ordered and caring environment.

Behaviour Principles
Our behaviour principles are therefore:

- To help young people to enjoy school, achieve their best and remain healthy and safe.

- To encourage students to take responsibility for their own and others' behaviour through the reinforcement of the school motto "know thyself".

- To help and encourage students to:

- o develop self-esteem, confidence, self-discipline, a sense of personal morality and spiritual understanding;
- o understand and respect themselves, others and their environment;
- o gain the skills to become lifelong learners, to accept responsibility and make a positive contribution to society;
- o hold high expectations for themselves and others in all aspects of school life;
- o reach the highest possible levels of achievement in a calm, safe, ordered and happy environment.
- o show consideration and respect for all.

To achieve this by:

- Setting the highest standards for behaviour.

- Taking a positive approach to behaviour by supporting, encouraging, praising and rewarding good behaviour.

- Valuing students as individuals and taking account of the needs of vulnerable young people, including those with special educational needs, physical or emotional health needs and looked-after children, and offering support as appropriate.

- Assisting students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

- Promoting equality of opportunity and good relations between different communities and avoiding discrimination against any person including on grounds of race, gender, disability or sexual orientation.

- Working hard to support students as they become young adults and encourage them to make a positive contribution to our community.

- Providing positive role models.

- Making use of a range of positive means and appropriate sanctions to prevent and tackle bullying and cyberbullying.

- Using the curriculum effectively to manage behaviour by :
    - differentiation to meet individual needs
    - reflecting relevance to everyday life
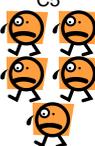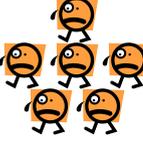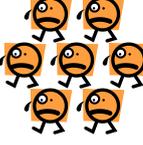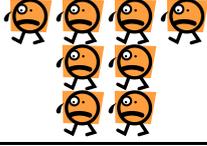   - offering alternative routes to learning when necessary.

Where behaviour does not meet expectations to:

- Aim to make discipline firm, fair, consistent and proportionate using a range of appropriate sanctions.

- Encourage an active partnership with parents to promote positive behaviour and tackle difficulties.

- Provide appropriate counselling and pastoral support, including working with a variety of outside agencies and participating in multi-agency assessment, to help students' behaviour and attitude.

- Use reasonable force, screening, searching and confiscation as well as exclusion and other sanctions appropriately and in line with government guidance.

- Take account of government guidance and the law in investigating and applying relevant sanctions where misbehaviour is reported outside the school premises, where students are identifiable as members of the school and:
    - their behaviour could have repercussions for the orderly running of the school or
    - poses a threat to another pupil or member of the public or
    - could adversely affect the reputation of the school.

Appendix 2: 'Behaviour Choices'

All students have a right to learn in a positive, secure environment. Any student who chooses to disrupt that environment and hinders the progress of a fellow student will be making the following behaviour choices.

Choice	Example of Behaviour	Action	Possible Teacher Actions
C1	Disrupting the learning of others Out of seat Chewing Gum Equipment Chatting Uniform appearance unsatisfactory	First verbal warning C1 recorded in SIMS	Behaviour logged
C2	*Repetition of C1 and/or:* Rowdy behaviour Talking across the room Litter Lateness (> 5 minutes)	Second verbal warning. C2 recorded in SIMS *Discipline slip tariff:1*	Lesson 1: Student asked to work elsewhere in the room Elsewhere 2: Student moved to another location
C3	*Repetition of C2 and/or:* Refusal to follow instructions Arguing with staff Inappropriate language / swearing (including in conversation) Use of phone in school	C3 recorded in SIMS Subject Leader informed Choice recorded in Subject behaviour log *Discipline slip tariff:2*	Lesson 1:Student removed from lesson for 5-10 minutes; break/ lunchtime detention Elsewhere 2: Student removed from break/ lunchtime session
C4	*Repetition of C3 and/or:* "grandstanding" when being reprimanded 3 /interfering and joining in when others reprimanded Out of bounds	C4 recorded on SIMS Choice recorded in subject behaviour log *Discipline slip tariff:3*	Lesson 1: Subject/ Faculty after school detention; on report to subject leader Lesson isolation Elsewhere 2: 90 minute central detention after school
C5	*Repetition of C4 and/or:* Truancy/off site Rudeness towards staff Smoking (including e-cigarettes)	C5 recorded on SIMS Daily report to form tutor and parents Incident recorded on Behaviour log *Discipline slip tariff:*	Lesson:90 minute central after school detention Isolation from lessons for one cycle Elsewhere:90 minute central after school detention (truancy = time lost + 90 minutes)
C6	*Persistent C5 behaviour and/or:* Misbehaviour during detention Walking away from member of staff Defiance	C6 recorded on SIMS Incident recorded on Behaviour log Daily report to House Leader	Lesson and elsewhere: One day isolation from all lessons; meeting with parents
C7	*Persistent C6 behaviour and/or:* Theft / vandalism / graffiti Persistent bullying / physical assault Smoking in building (including e-cigarettes)	C7 recorded on SIMS Incident recorded on Behaviour log Daily report to HTT link (red report) Headteacher informed	Lesson and elsewhere: Fixed term exclusion
C8	*Persistent C7 behaviour and/or:* Violence / physical abuse towards staff Possession of harmful items or substance e.g. weapons, illegal drugs.	Referral to Headteacher	Permanent exclusion considered

Appendix 3: Use of the 'On Call' system.

Teachers may want to use the 'On Call' system for incidents at a C5 or above (see Appendix 1, Behaviour Choices), if they feel that a student's behaviour is seriously undermining their ability to maintain good order and discipline in the school.

Staff should also use the 'On Call' system for serious incidents which may warrant immediate removal from the classroom.

Examples of such behaviours include, but are not restricted to:

- Obvious physical abuse or violent behaviour
- Overt racial abuse
- Overt personal abuse to a member of staff
- Possession of alcohol or drugs

Implementing the 'On Call' system:

1. Wherever possible, the Subject Leader should be contacted in the first instance to explore if the situation can be resolved within the department.

2. Where this is not possible staff should contact the Student Support Office. This can be done either by calling extension 299, or by sending another, reliable student to the office with a note.

3. Every effort should be made to not leave the class unsupervised

4. The 'On Call' member of staff will discuss with the class teacher how they would like the situation to be resolved; for example if it is possible to discuss the incident with the student and return them to the lesson. The student can either be returned into the lesson or removed.

5. The situation will be dealt with by the 'On Call' member of staff and the House Leader who will determine the course of action to be taken. As soon as action has been decided upon, the member of staff concerned should be advised of the outcome. The incident will be logged on SIMS.