

BEHAVIOUR AND LEARNING POLICY

ORIGINATOR: Stephanie Preen
SLT LINK: John Harrison



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CONTENTS

1. INTRODUCTION	1
2. REWARDS AND SANCTIONS.....	2
3. RECOGNISING ACHIEVEMENT AND PROGRESS	2
4. APPLICATION OF SANCTIONS.....	3
5. REPORTING BEHAVIOUR	4
6 DRUG AND OFFENSIVE WEAPON RELATED INCIDENTS	4
7. SEARCHING AND CONFISCATING ELECTRICAL DEVICES	4
8. PHYSICAL CONTACT BETWEEN STAFF AND STUDENTS	4
9. BULLYING	5
10. PREVENTING BULLYING	6
11. HOW WE MANAGE BULLYING	6
ANNEXE 1 BEHAVIOUR INTERVENTION	7

1. INTRODUCTION

1.1 Our aim is to provide a stimulating learning environment in which each individual student is able to make positive progress towards fulfilling their potential. To create the best possible conditions for excellent teaching and learning, students must exhibit positive behaviour in the classroom and throughout the wider School environment.

1.2 We expect all students to:

- show respect and courtesy towards staff, each other and the environment;
- approach their lessons with a positive attitude to learning, achieving as well as they are able to;
- respect the views of others in lessons;
- approach all aspects of their study outside the classroom with a positive and determined attitude which helps to ensure that they are willing to take responsibility for their own learning;
- work collaboratively with other students outside and inside the classroom environment;
- adhere to deadlines for the completion of assignments and other work as directed by their teachers;
- manage their appearance in accordance with the our Dress Code Policy;
- be punctual for registration, the start of lessons and other meetings which they are required to attend;
- maintain a good daily attendance record;
- represent the School in the best possible light.

1.3 It is the responsibility of all staff to act as role models in creating a calm and purposeful learning environment. Teachers are responsible for ensuring that the highest standards of behaviour are upheld.

1.4 Teaching staff should have respect for all students and, where disciplinary sanctions are required, they will be executed fairly and with the overall objective to help individual students to develop positively. Staff will be supported in their appropriate actions by Cluster Leads and the Head of School.

1.5 In maintaining a stimulating learning environment, students can expect us to:

- offer a curriculum that caters for the needs of the individual;
- recognise that students are individuals and our approach should be tailored accordingly;
- deliver stimulating and interesting lessons, including ensuring careful planning;
- provide friendly, positive, but firm relationships;
- reward good levels of achievement and effort;
- be consistent in the application of sanctions.

2. REWARDS AND SANCTIONS

2.1 Our students are respected as young adults and are praised for their positive behaviour, achievement, and for making progress across different aspects of their learning. Our ethos is one built on trust; students have access to the School from early morning and into the evening, they can access facilities and use equipment as members of the School community.

2.2 However, students whose behaviour is unacceptable or who break our behaviour code, thus disrupting their progress and the progress of other students, should expect sanctions to be applied in line with this policy. Staff may apply any of the sanctions outlined in this policy, saving exclusion, provided they are acting reasonably and proportionately when doing so.

3. RECOGNISING ACHIEVEMENT AND PROGRESS

3.1 Achievement and progress is rewarded by a variety of approaches:

- praise of individuals or groups for achievement for good behaviour;
- the use of positive comments on prep or classwork;
- the use of assemblies to present certificates;
- public recognition of achievement in our media outlets including local newspapers, social media;
- contact home by phone or letter.
- School badges and responsibilities (e.g. Senate, Prefects)

3.2 Students at Harington whose behaviour and interaction with others proves to be exceptional over time will be considered for positions of responsibility.

4. APPLICATION OF SANCTIONS

4.1 Staff may apply sanctions in response to student behaviour in and outside of School, in the following circumstances:

When the student is:

- taking part in any School-organised or related activity;
- travelling to or from the School;
- in some other way identifiable as a student at the School.

or behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the School;
- poses a threat to another student or member of the public;
- could adversely affect the reputation of the School.

4.2 We understand the fundamental importance of a member of staff having ownership over their classroom or their school, and the behaviours which take place therein. In the first instance, behaviour is to be addressed by the class teacher or the member of staff encountering it, and the staff concerned have a responsibility to do this. Inappropriate behaviour should always be challenged.

4.3 When applying sanctions, staff must remain calm and ensure that any sanction is proportionate to the behaviour of the student. Staff should not issue whole-group or class sanctions: our sanctions are appropriate for individual students, not groups. When applying sanctions it is important for staff to recognise that they are communicating with sixth form students and the aim of the sanction is to improve the student's approach to their learning and that of their peers.

4.4 The following sanctions for inappropriate behaviour may be used by staff:

- a verbal reprimand based on a conversation which focuses on the effect of a student's behaviour on their learning and/or the learning of others;
- a short cooling-off period outside of the classroom (no more than a couple of minutes per lesson) which should be followed by conversation;
- the confiscation of a student's personal item which is preventing their or others' learning e.g. mobile phones and music players or any other such item. These should normally be returned at the end of the day and a record of the confiscation should be made by the relevant member of staff;
- a short (no notice) 20 minute catch-up in which the focus is on students' self-reflection about their behaviour and the consequences on their learning and the learning of others (this can happen during study periods, break or lunch time);
- direct contact with parents/guardians raising concerns;
- restorative justice, for example asking the student to apologise for their actions, requiring that they support staff to rectify/pay for any damage they have caused;
- After School catch-up – it is usual practice that parents/guardians are given 24 hours' notice;
- a student may be placed on a report;
- a student may be placed in internal isolation which places a student under constant supervision during School hours including study periods;
- fixed-term exclusion (covered under the Federation Student Exclusion Policy);
- permanent exclusion (covered under the Federation Student Exclusion Policy).

4.5 We will provide additional support to enable a student to improve their behaviour before the scale sanctions are exhausted.

5. REPORTING BEHAVIOUR

- 5.1 Where parents have been invited for a meeting with an individual member of staff the normal expectation is that there written confirmation of agreed actions.

6 DRUG AND OFFENSIVE WEAPON RELATED INCIDENTS

- 6.1 We will not tolerate the presence or misuse of drugs on its property and will act promptly and appropriately on such occasions. Students will be provided with information about the use and misuse of drugs through a PSHE programme devised by the Pastoral Lead and delivered by teachers.
- 6.2 Staff can search, without consent, for an offensive weapon or if they have reasonable grounds for suspecting someone may be carrying drugs. Should illegal drugs or offensive weapons be found in the possession of a student, a range of sanctions could be applied, including permanent exclusion. Police involvement is also likely to be sought.
- 6.3 Staff have the right to search a student suspected of being in possession of drugs or offensive weapons and can request that the student empty pockets, bags or lockers. We reserve the right to search lockers without notice or consent, removing locks or other security as required.
- 6.4 All students and staff will be made fully aware that serious consequences will follow if they are caught dealing drugs or carrying offensive weapons on site. Such behaviour will lead to the Head of School seriously considering permanent exclusion for the students involved.

7. SEARCHING AND CONFISCATING ELECTRICAL DEVICES

- 7.1 We follow the guidance set out as

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Search_and_screening_advice_Reviewed_July_2015.pdf

- 7.2 Staff have the right to confiscate any electrical device if they are being used inappropriately. If staff believe there is a good reason to do so, they may pass to a senior leader to examine any data or files on the device. In determining a 'good reason' to examine the data or files, the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm or to disrupt teaching. If inappropriate material is found on the device it is up to the Head of School to decide whether he/she should delete that material, retain it as evidence or whether the material is of such seriousness that it requires the involvement of the police. If a student refuses to co-operate with staff the device will be confiscated until the relevant authorities are contacted.

8. PHYSICAL CONTACT BETWEEN STAFF AND STUDENTS

- 8.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with students or children, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with students or children this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student or child.

8.2 The circumstances in which staff can physically intervene with a student or child are covered by the 1996 Education Act. Staff may legitimately intervene to prevent students from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

9. BULLYING

9.1 There is no legal definition of bullying. However at Harington School, it is defined as behaviour that is:

- repeated, and;
- intended to hurt someone either physically or emotionally and/or;
- aimed at certain groups or individual because of race, religion, gender or sexual orientation.

9.2 It takes many forms and can include:

- physical assault;
- making threats;
- name calling.

9.3 We will take action whenever this happens whether face-to-face or in other forms such as via mobile phones or online (e.g. email, social networks, blogs and other electronic forms of communication).

10. PREVENTING BULLYING

10.1 We aim to create an ethos which discourages bullying and helps all students feel secure and confident. Through tutorial sessions and assemblies we examine the subject of mutual respect, self-worth, confidence and bullying. We encourage students to feel confident about asking their form tutor for help when they feel ill, unhappy, lost, or are struggling with work or friendships. We emphasise the importance of attitudes and relationships, look at how we make decisions, how we react in different situations, friendship qualities and responses which help or hinder relationships.

10.2 All students can expect to:

- be treated with respect and equality by all members of the School community;
- be given every opportunity to achieve success;
- have their progress and achievements positively recognised.

11. HOW WE MANAGE BULLYING

11.1 When bullying is reported it is always taken seriously and dealt with sympathetically. Staff are aware that students might be reluctant to report incidents. Prompt reporting is essential to ensure that emerging bullying issues are identified and addressed.

11.2 All reported incidents of bullying are taken seriously because an accumulation of minor incidents, especially if they are perpetrated by more than one person, can have a serious effect on the victim.

11.3 A student who is concerned about being bullied or has witnessed such behaviour should report it to their teacher, form tutor, or a member of the Senior Leadership Team.

11.4 If bullying is found to be occurring, we will make a decision how best to ensure that the behaviour stops and the victim/s feels safe. Depending on the individual circumstances, this can include:

- restorative justice;
- isolation of the perpetrator;
- restricted breaks and lunchtime;
- closer supervision, for example being placed on report;
- mentoring support;
- referral to Child and Adolescent Mental Health Services (CAMHS);
- fixed-term exclusion and, in the most serious cases when bullying has been persistent, the Head of School will seriously consider permanent exclusion (see the Federation's Exclusion Policy).

11.5 The intention of these responses is to ensure that the bully knows that his/her behaviour is wrong. In deciding how to respond we also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the students engaging in bullying may need support themselves.

11.6 In addition, although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If the Head of School believes that an offence may have been committed then advice from the police will be sought. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive; a threat, or information which is false and known or believed to be false by the sender.

ANNEXE 1 BEHAVIOUR INTERVENTION

