

BEHAVIOUR POLICY

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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. This policy should be read in conjunction with the Federation Safeguarding and Equality, Diversity and Inclusion Policies and the Searching Students and Confiscation Policy.

1.2 We expect all students to:

- attend School every day and always be on time;
- adhere to the School's dress code;
- work hard in all lessons and aim to achieve their target grade;
- have the correct resources and equipment;
- get involved with everything the School has to offer;
- treat all members of our community with kindness and respect;
- treat the School environment with respect;
- aim high and never settle for second best;
- not engage in risk taking behaviour;
- report any concerns or problems to a member of staff;
- seize opportunities to learn outside of the classroom and take on additional responsibility.

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.

- 1.3 Teaching staff should have respect for all students. Where disciplinary sanctions are required, they will be executed consistently, fairly and with the overall objective to help individual students to develop positively. Staff will be supported in their appropriate actions by senior staff and the Head of School.
- 1.4 In maintaining a stimulating learning environment, students can expect us to:
 - offer a curriculum that caters for the needs of the individual that allows all to reach their full potential;
 - recognise that students are individuals and our approach should be tailored accordingly;
 - deliver stimulating and interesting lessons, through 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 8am until 5pm (4.30pm on a Friday) to 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, with exception of suspensions and exclusions, 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:
 - verbal praise;
 - the use of positive comments on prep or classwork;
 - the use of assemblies to present certificates;
 - the awarding of postcards and prizes;
 - public recognition of achievement in our media outlets including local newspapers and social media;
 - contact home by phone or letter;
 - recognition from the Head of School.

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

- Head and Deputy Head Students;
- Subject, Sport and Performing Arts Ambassadors;
- Engagement Team;
- Charities committee;
- Form representatives for the School Senate.

4. APPLICATION OF SANCTIONS

4.1 Staff may apply sanctions in response to student behaviour in and outside of School. 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 when their behaviour;

- 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;
- could violate the dignity of another person;
- creates a hostile, offensive or sexualised environment;
- would constitute child-on-child abuse.

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. The School will maintain a zero-tolerance approach to low level disruption which allows teachers to teach and learners to learn.

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 the classroom (no more than a couple of minutes per lesson) which should be followed by a conversation;
- the confiscation of a student's personal item which is preventing their or others' learning e.g. mobile phones and music players. These should normally be returned at the end of the day;
- a short (no notice) 20 minute catch-up in which the focus is on the student's 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;
- School-based community service or imposition of a task; for example, picking litter, supporting the site maintenance team, tidying a classroom, helping to clear up the restaurant, or removing graffiti or chewing gum;
- restorative justice, for example asking the student to apologise for their actions;
- requiring that students 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 suspensions (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.

5. CATCH-UP

5.1 The phrase catch-up is used by us to describe in law what is known as a 'detention': this is the legal power to detain students whose behaviour, progress or punctuality is causing concern. Parental consent is not required to detain students, although when a student is required to attend one that is not within the normal School working day, parents will be informed and given notice at least the day before by telephone or in writing (email or letter).

5.2 Catch-ups may be issued as a sanction whenever a student has not made adequate progress in a lesson or piece of work, or their behaviour falls short of our expectations. Any member of staff can issue a catch-up. The length of the catch-up will be determined by the member of staff using it.

5.3 A catch-up can be given:

- during the School day where the student does not have permission to be absent, for example at break, lunchtime or outside of normal hours;
- weekends, except the weekend preceding or following the half-term break;
- during School holidays.

6. DRUG AND OFFENSIVE WEAPON RELATED INCIDENTS

6.1 We will not tolerate the presence of misuse of drugs on our 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 Further information on searching, screening and confiscation can be found in the Searching Students and Confiscation Policy.

7. PHYSICAL CONTACT BETWEEN STAFF AND STUDENTS

7.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with students 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.

7.2 The circumstances in which staff can physically intervene with a student 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. Further information on this is available in section 9 of the Federation Safer Care of Conduct Policy.

8. BULLYING

8.1 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.

8.2 It takes many forms and can include:

- Emotional (being unfriendly, excluding, tormenting)
- Physical (hitting, kicking, pushing, taking other's belongings, any use of violence)
- Racial (racial taunts, graffiti, gestures)
- Sexual (explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching). Behaviours of this nature would constitute sexual harassment/sexual violence and will be handled in line with our Child Protection policy.
- Direct or indirect verbal (name calling, sarcasm, spreading rumours, teasing).
- Cyber bullying (bullying that takes place online such as through social networking sites, messaging apps or gaming sites, forwarding and/or posting inappropriate pictures/videos, setting up fake pages/accounts, hacking and resetting others usernames and passwords inappropriately).

Staff and students will be informed that a number of these behaviours may constitute child on child abuse and will be handled in line with our Child Protection policy. Unpleasantness between students should never be excused as 'banter'.

9. PREVENTING BULLYING

9.1 We will act 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).

9.2 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 in the first instance for help when they feel ill, unhappy, lost, or are struggling with work or friendships. It is recognised that students may wish to approach other members of staff if they feel more comfortable speaking to someone else. 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.

9.3 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.

10. HOW WE MANAGE BULLYING

10.1 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.

10.2 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.

10.3 A student who is concerned about being bullied or has witnessed such behaviour should

report it to a member of staff.

- 10.4 If bullying is found to be occurring, we will plan 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;
 - safety plan/ risk assessment;
 - referral to Child and Adolescent Mental Health Services (CAMHS);
 - suspension 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);
 - contacting the police.
- 10.5 The intention of these responses is to ensure that the bully knows that their 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 student/s engaging in bullying may need support themselves. 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.

11. REPORTING BEHAVIOUR

- 11.1 We use a behaviour tracking system called CPOMS. Staff will record all behaviour incidents which require a sanction to be given.
- 11.2 The member of staff should record the nature of the incident, write a brief summary of what happened and record the action they have taken in response to the student's behaviour.
- 11.3 This system allows the pastoral support team to monitor those students who are causing the most concern and offer further support for the staff and student as required.
- 11.4 Parents of students whose repeated behaviour has caused concern over the course of the term will be notified along with details of their child's behaviour log.
- 11.5 Where behaviour would indicate that a student is in danger of being drawn into terrorist-related activity or other forms of grooming, the School will follow safeguarding procedures as outlined by the policy.

12. DISABILITY

- 12.1 We will make reasonable adjustments to our Behaviour Policy to ensure that disabled students are not at a substantial disadvantage compared with their peers. We will plan and put in place such reasonable adjustments to prevent that disadvantage. There is non-statutory guidance issued by the Equality and Human Rights commission (<http://www.equalityhumanrights.com/publication/reasonable-adjustments-disabled-pupils>). This guidance does not bind us in any way but is a helpful guide.

13. SEXUAL HARASSMENT AND SEXUAL VIOLENCE

- 13.1 This policy is to ensure that we act to prevent the normalisation of inappropriate sexual behaviours that constitute sexual harassment. We aim to maintain an environment in which everyone feels that their dignity is valued and one in which sexual violence is not a foreseeable next step.

14. SUPPORTING THE VICTIM

- 14.1 In the event of sexual harassment or sexual violence we will meet with the victim and their family to offer support including the involvement of external agencies such as the police or social care.

15. WHERE BOTH THE VITCIM AND ALLEGED PERPETRATOR ARE ON ROLL AT THE SCHOOL

- 15.1 If both students remain on roll at the School a safety plan will be produced to protect both parties from any further trauma or allegations.

