



Behaviour For Learning Policy 2023 - 2024

May 2023

Approved by:	Full Governing Body
Approved on:	19th May 2023
Review date:	19th May 2024
Responsibility for review:	Headteacher/Chair of Governors

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Introduction

The basis of this Policy is our belief that a shared sense of community is essential to the success of The Harefield Academy and to the well-being of the young people and staff who work here.

This Policy is written for staff, parents/carers, students, and all relevant stakeholders, and it is intended to reflect The Academy's commitment to creating and maintaining positive attitudes to work and learning. Adults working with young people should remember that the best way to change attitudes is to concentrate on rewarding positive behaviour, while recognising that a system of sanctions is necessary. Praise and acknowledgement of achievement must contribute to creating a positive atmosphere within The Academy.

The success of individual staff members in dealing with students relies heavily on the support of parent/carers and colleagues. The Academy aims to maintain a consistent approach to supporting and developing the young people in our care through both the rewarding of good effort, and behaviour, and issuing sanctions where necessary.

This Policy, like all Academy Policies, is underpinned by our ethos and a collective drive to embed our agreed values:

- Honesty
- Aspiration
- Respect
- Excellence
- Friendship
- Inspiration
- Equality
- Leadership
- Determination
- Kindness

1. Premise

This policy is based on the premise that:

- Each student has the right to learn.
- Each teacher has the right to teach without interruption.
- Every parent/carer has the right to information about their child's behaviour and to work in partnership with The Academy to encourage high standards.
- Every student is entitled to equitability.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Acceptable behaviour

Acceptable and expected behaviour includes but is not limited to:

- Accepting responsibility for one's actions and ensuring that they do not affect the education or wellbeing of others.
- Respecting Health and Safety as a key Academy priority
- Respecting others and one's own belongings.
- Supporting all members of our community irrespective of their differences.
- Admiring the achievements of others
- Working to the best of our ability, accepting support, and showing resilience with learning
- Keeping The Academy tidy
- Wearing The Academy uniform correctly
- Attending school frequently and punctually
- Listening to and responding to all staff
- Avoiding conflict with others
- Maintaining an aspirational attitude to learning and reaching high expectations

Every student will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, the behaviour plan makes clear those behaviours which are not conducive to a positive learning environment and therefore deemed unacceptable.

We have a system that brings rewards to those who behave well. This includes: 'Student of the Week' and 'Tutee of the Week'; Class Charts merits for effort; THA Value merits; praise certificates and letters; Departmental awards; pastoral rewards assemblies; end of year rewards trips.

Any student breaching the expected code of conduct can expect a corresponding sanction.

Parents/carers will be informed by letter, email or telephone of any serious misbehaviour. In the most serious cases students may be internally isolated, sent home (suspended) and parent/carers invited into school to discuss the situation. Parents/carers play a vital role in the Behaviour for Learning Policy, and we pledge to keep you informed should your child's behaviour present cause for concern.

4. Roles and Responsibilities

The Governing Board:

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff will:

- Align to the Home School Agreement
- Treat all students fairly and equally.
- Endeavour to raise the self-esteem of all students and develop their full potential with due regard to adjustments to reduce or remove any barriers to learning that a student may have
- Provide challenging, interesting and relevant lessons appropriate to the age and ability of all students.
- Create a safe and pleasant learning environment, which is supportive of student well-being.
- Reward and sanction clearly and consistently
- Communicate effectively with parent/carers

Students are required to:

- Abide by the Home School Agreement, taking responsibility for their own behaviour, attitudes and engagement with our THA Values.
- Work to the best of their ability and allow others to do the same
- Treat others and the school environment with respect
- Follow the instructions of school staff
- Meet expectations that are in place to keep all members of The Academy safe
- Take care of property and The Academy environment
- Cooperate with other students and adults
- Complete work, homework and any coursework to the best of their ability by engaging with Class Charts information
- Wear The Harefield Academy uniform correctly at all times during the school day and to and from school
- Wear a conventional hairstyle and have no unusual piercings (including facial piercings or spacer earrings) tattoos, or extensions to nails or eyelashes.
- Attend school regularly and arrive on time

Parent/carers are expected to:

- Abide by the Home School Agreement
- Support The Academy Behaviour for Learning Policy
- Share concerns about their child's education, welfare, well-being and behaviour with The Academy
- Take an interest in their child's work and achievements
- Support their child's learning and behaviour, by engaging with Class Charts information
- Attend Parents' Evenings and support Academy events
- Support The Academy in achieving a minimum 97% attendance rate for their child
- Inform The Academy of any absence
- Ensure their child arrives at school on time with the equipment/preparation essential for learning
- Not take their child on holiday in term time
- Ensure their child is in full school uniform and can wear that uniform correctly (any requested adjustments to uniform based on the specific needs or circumstances of a student would need to be sent to the Head of Key Stage in writing)
- Ensure that their child has a conventional hairstyle and has no unusual piercings (including facial piercings or spacer earrings) tattoos, or extensions to nails or eyelashes.
- Ensure their child has the time, space, encouragement and support to complete homework and all coursework to the best of their ability.

5. Behaviour Plan

The Behaviour Plan displays the Rules, Rewards and Sanctions for each teaching area of the school. The Behaviour Plan is displayed in every teaching room and is followed by all teachers within a department to establish a consistent approach to motivating correct student behaviour.

In order to support the use of Behaviour for Learning techniques we have a 60 minutes detention system throughout Years 7 to 13. This system requires students who have not behaved to expected standards to attend a 60 minute detention after the school day has finished at 3.00pm until 4pm.

5.1 Behaviour in Lessons

- 1) a. Consequences of Poor Behaviour - Low Level Disruption
 - **CHANCE** – student will have explained to them the reason for the issue of the CHANCE and then be given a chance to correct their unacceptable behaviour.
 - **WARNING** – student will have explained to them the reason for the issue of a WARNING and informed that if their unacceptable behaviour continues they will be removed from the class.
 - **REMOVAL** - student will be removed from the lesson by a member of the Senior Leadership Team and receive a 60 minute detention to be served on that day.
- b. Severe misbehaviour: (Swearing at Staff; Fighting; Significant disruption to learning; etc.)
 - Students will be immediately removed from the lesson by a Senior Leadership Team member to be isolated in the Back on Track facility and have the appropriate sanctions applied, which may include a Suspension.

A reintegration meeting must take place between the student, parents, teacher and HOD/HOY, following a removal from a lesson, before the student can return to that lesson.

As an alternative to a suspension, students might spend a whole day in Back on Track, at the school's discretion. A reintegration meeting with parents will still take place before the student can resume normal lessons and this will go on the student's file.

Any student who is in Back on Track has their mobile phone removed from them and returned either at the end of the school day or after the detention if they have one.

5.2. Behaviour outside of the Classroom/Social Times

Our expectations of behaviour and safety outside lessons and at social times are very high. Students are regularly reminded of these expectations of respect and pride which apply within both the school and wider community. We will ensure that all students, staff and visitors remain safe and secure within the building and as such all staff are required to challenge any unacceptable student behaviour.

Incidents at break, lunchtime, before or after school will be referred to the Head of Year (HOY). HOYs will also deal with issues of truancy, fighting, abuse of another student (verbal, physical, racial or sexual) smoking or drug abuse, damage to property, repeatedly failing to attend a detention in consultation with the Deputy Head Teacher – Pastoral.

Certain issues should be referred directly to the Deputy Head Teacher (DHT) namely Drug issues, defiance of HOY or HOD, abuse of a teacher (verbal, physical, racial or sexual) or a threat of actual physical violence to a member of staff.

5.3 The School's jurisdiction

This policy applies to students at all times while they can be considered to be under the School's jurisdiction. Aside from the normal school day, this may be when the student is:

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

In addition to the above, the school is also permitted to sanction students for criminal behaviour which happens outside of the school, as well as for non-criminal misbehaviour or bullying which

happens outside of the school which:

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

When students are wearing school uniform, they are expected to wear it properly and to conduct themselves appropriately. When they are in uniform, they are identifiable as a Harefield Academy student and are expected to act as good ambassadors for the school. Should their conduct or appearance be challenged by a member of staff at any time while wearing their uniform, they are expected to respond appropriately, as they would if they were in the school.

6. Sanctions

6.1 Centralised Detentions

Detentions will be led by staff and students must adhere to the strict detention code of conduct. Failure to attend a set detention will warrant further sanctions being imposed by The Academy.

Detentions include the following:

- Lunchtime detentions - daily from 1.30 - 2.00pm
- Senior Leadership detentions - daily from 3:00pm – 4:00pm

6.2 Back on Track

On occasions where a student's behaviour is of a more serious nature, they will be booked in to spend time in the BOT room as a sanction for their behaviour.

Notification of a BOT day will be communicated by the Head of Key Stage/Student Managers. Parents/carers are required to attend a meeting following a student spending a day in the BOT room where expectations and targets will be set. Students will work with a member of staff in the BOT room to enable a positive reintegration back into lessons once they have successfully completed the BOT day/s.

Disruption of the BOT room and failure to demonstrate behaviour in line with expectations whilst serving a day in the room will result in a suspension.

6.3 Suspensions

Any behaviour that is deemed serious enough, in the judgement of the Senior Leadership Team (SLT) or the Headteacher, will warrant a suspension as per but not restricted to the examples below. This would normally be for 1, 3 or 5 days but in exceptional circumstances could be up to 45 days in any one school year. Where a student is excluded for more than 5 days The Academy must arrange for suitable full-time education for those of compulsory school age. The final decision to suspend lies with the Headteacher or to the DHT when delegated.

Suspended students are given the opportunity to give their account of the event and their views on the process. This can be with the help of an advocate in school, e.g. Student Manager or via parent or social worker etc. Additional information can be gained via signed witness statements (staff and or students) and via CCTV or mobile phone footage. Any mitigating circumstances will be taken into consideration. In forming the decision, the evidence needs to show that it is appropriate 'on the balance of probability'.

In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Parents/carers will be expected to attend a meeting along with the students so that formal reintegration supported by clear expectations is affected. This meeting must occur before re-admittance to mainstream classes is permitted. Should the meeting not occur the student will remain in BOT or isolated with a member of staff, until such times as the meeting is completed. Hillingdon Borough is notified of all Suspensions without delay. Where a child / family has support from social workers, the child's social worker or virtual school head (where appropriate), will be informed of the suspension.

6.4 Direction of Education

Under section 29a of the Education Act 2002 (Educational Provision for Improving Behaviour) the governing body may direct the education of a student to attend at any place outside of the school premises for the purposes of receiving educational provision which is intended to improve the behaviour of the student.

6.5 Permanent Exclusions

Permanent Exclusion can occur due a single serious event or due to persistent behaviours which will have seen previous fixed term suspensions and included the appropriate supports associated with these. We do our best to work with students whose behaviour continues to cause concern, with a view to supporting them to reach the expected standard. The following consideration is made:

Permanent exclusion may be issued in response to a serious breach, or persistent breaches, of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, such as staff or pupils in the school.

Where a permanent exclusion takes place, the Chair of Governors and the Local Authority are automatically informed.

Parent/carers will be/will have been involved in various ways:

- The student will be put on report and parents expected to review the report of their child
- The student will have a Pupil Passport and or, Pastoral Support Plan involving the student, parents and school. The passport/pastoral support plan is designed to focus on supportive strategies for the student that motivate them to improve. Targets for improvement are set and reviewed collaboratively between The Academy and students.
- Possible underlying SEND needs will be explored and any reasonable adjustments put into place.
- Consideration of placement at an alternate educational setting may be considered and can be directed by the Governors.
- Consideration of the benefit of a Managed Move to enable fresh start in a different Hillingdon Borough school may be discussed here appropriately.
- Parents may be invited to meet the Head of Key Stage, Headteacher and a Governor where it is felt that a student may be approaching a Permanent Exclusion. The aim of the meeting

will be to discuss past behaviour patterns and make it clear to the parent and student that behaviour must improve. Strategies for improvement will be discussed.

- Once a student accumulates a total of 15 days exclusion in one term or 45 days exclusion in one academic year, there will be a Governors' Disciplinary Hearing to consider the circumstances of the Exclusion. The parents and students will be expected to attend. The student's complete behaviour record will be discussed. The Governors can either uphold or overturn the Headteacher's decision to exclude.
- A student excluded for a violent incident will automatically meet with a Governor and will be expected to sign a Behaviour Agreement on readmission to the school.
- If students are persistently disrupting the learning of others in the classroom, they may be invited to meet a member of the Governing Body with their parents to discuss expectations and targets for the future.

Extreme Clause

The Headteacher will invoke an extreme clause where staff or student's safety is put at risk or the student's anti-social behaviour is so extreme that The Academy has no other alternative. In these circumstances, the Headteacher will decide on the appropriate sanction.

The Headteacher may decide that Permanent Exclusion is necessary. This may include, but is not limited to the following:

- All steps to encourage the student to align to The Academy expected standards of behaviour have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in The Academy.
- Persistent and defiant behaviour. This would encompass peer abuse/harassment (bullying) including homophobic, racist, cyber or any bullying that is of an offensive nature or has the intention or outcome of showing extreme disrespect.
- Serious actual or threatened violence against a student or member of staff.
- Sexual misconduct.
- Persistent misuse of IT, social media or the internet
- Supply or misuse of an illegal drug, or mind-altering substance
- Being in possession of an offensive weapon or sharp object with the outcome or intention of causing harm

Permanent Exclusion Process

- If a student is permanently excluded by the Headteacher, a Governors' Disciplinary Panel will be called and the parent/carers, student and The Academy will be expected to attend. This must be within 15 school days of the exclusion.
- The Headteacher, supported by the relevant staff will present the case for a Permanent Exclusion. The parents and students will be able to make representations to The Academy and Governing Body.
- The Governors can either uphold the Permanent Exclusion or reinstate the student. They must notify the parent of the decision 'without delay'.
- If the Governors uphold the decision to Permanently Exclude, the parents can request a review in an Independent Review Panel. This must be done within 15 days from the date of the letter informing of Permanent Exclusion.

Decisions the Independent Review Panel can make:

- uphold the exclusion decision;
- recommend that the governing body reconsiders their decision; or
- quash the decision and direct that the governing body considers the exclusion again.

An Independent Review Panel cannot order reinstatement. If a student is reinstated, the parents and student will meet the relevant staff as soon as possible after the Disciplinary Hearing. A programme of re-integration will be agreed to ensure that all involved do their best to achieve a successful return to The Harefield Academy. Fortunately, Permanent Exclusions are rare at The Academy. The Academy aligns to the guidance set out by the Government when considering any Permanent Exclusion.

Government Guidance on Exclusion

A decision to exclude a child permanently is a serious one and should only be taken where the facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by The Academy that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to Permanently Exclude a child for a first or 'one-off' offence. These might include:

- a) serious actual or threatened violence against another student or a member of staff
- b) sexual abuse or assault
- c) supplying an illegal drug or mind-altering substance
- d) carrying an offensive weapon.

This list of instances is not exhaustive but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of The Academy community.

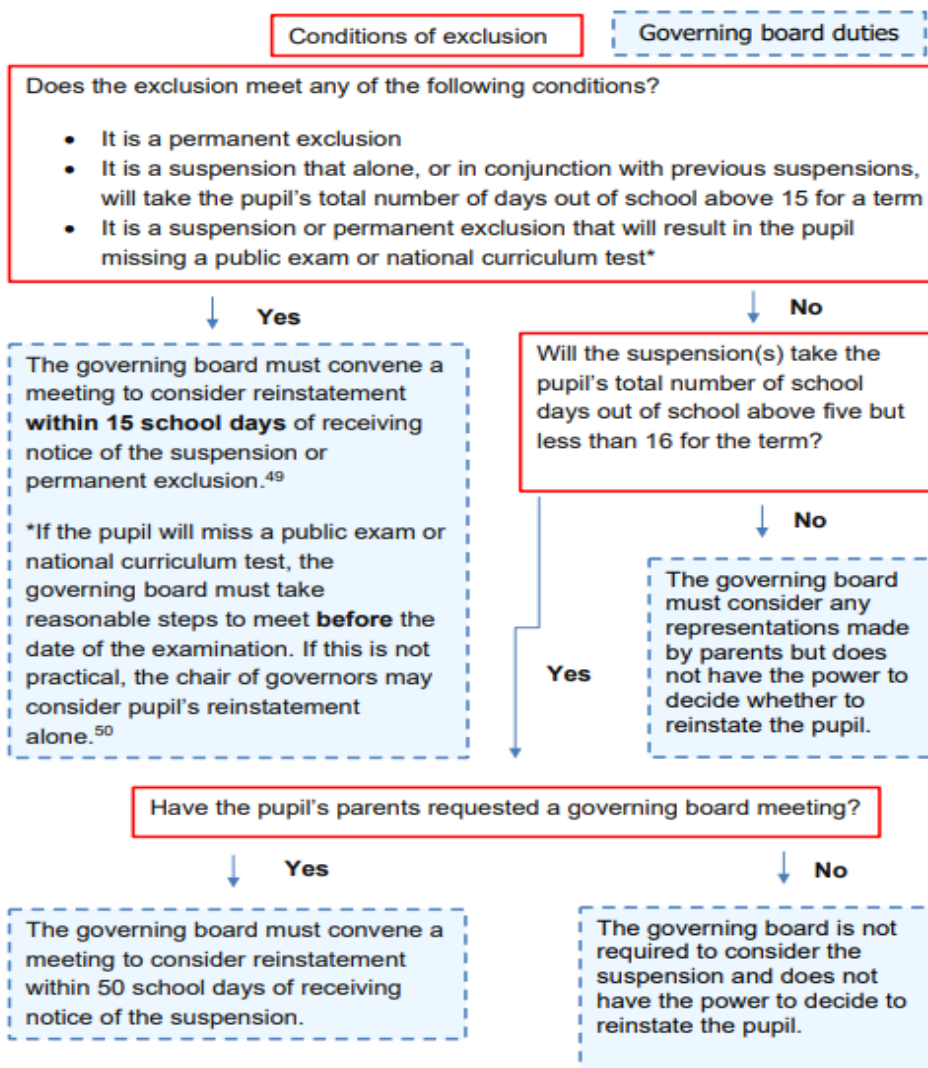
In cases where a Headteacher has permanently excluded a student for:

- a) one of the above offences; or
- b) persistent and defiant misbehaviour including peer abuse/harassment (bullying) or repeated possession and/or use of an illegal drug on Academy premises and where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the Governing Body or an Independent Appeal Panel to reinstate the student.

Schools should also consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Team, Social Workers, etc.

Working in partnership with our local community police as a matter of routine, any student found to have been in possession of an offensive weapon or replica will be referred to the police by The Academy.

A summary of the governing board's duties to review the headteacher's exclusion decision



⁴⁹ The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁵⁰ The ability for a chair to review in the case of public exams refers only to maintained schools.

7. Rewards

A positive attitude to learning is rewarded through our behaviour policy. All staff are encouraged to promote positivity through the use of our policy and ensure that students are in receipt of recognition for their excellent attitudes to learning and personal conduct. This includes:

Class Charts - All staff utilise this system and can reward students for a variety of reasons outlined below. It is the expectation that all students should be receiving rewards in most of their lessons and where they show THA Values outside of lessons.



Student of the Week - A student can receive 5 merits for displaying excellent effort, exceptional attitude to learning, outstanding homework, etc. This is awarded by all staff on a weekly basis (one award for each key stage per teacher). This incentive recognises some of the hardest working students and is an esteemed reward to receive.

Rewards Assembly - these take place once a half term within year groups and students can receive certificates and merits for:

- THA Values
- Attendance
- Highest number of merits
- Improvements in attitude to learning
- Supporting the local community
- Tutee nominations

These are led by the Heads of Key Stage and certificates/badges and prizes are awarded during the assembly. This is to encourage a culture of positivity and promote the importance of a positive attitude to learning.

End of Term Rewards -

- Attendance Rewards Week
- Headteacher's breakfast

8. Reports

Where a student's behaviour is of a concern to Academy staff, a reporting system is used to ensure we can track and monitor the ongoing concerns over a period of time.

Tutor Report

Should a student come to the notice of their Tutor as a result of incidents recorded, a pattern of sanctions on Class Charts, or low effort scores on termly Data Capture information, the Tutor may place that student on 'Tutor Report'. This serves as a formal contract between staff and student, the terms and targets of which are explored with the student. The purpose of this Report is to help the student to overcome any temporary problem he/she may be experiencing relating to work or behaviour and to reflect upon how improvements can be achieved.

Student Manager Report

Should a Tutor Report not have the desired effect on the progress of the student, then this will be escalated to a Student Manager Report and will follow the same procedure as a Tutor Report.

Head of Key Stage Report

Where a student fails to show improvement in behaviour to previous report etc. then this will be escalated to a Head of Key Stage Report. The Head of Year contacts the parents to discuss with them the seriousness of being on the Report and possible consequences of failure to improve. After an agreed time, if the student does not conform to the expectations laid out in the report, appropriate action will be taken, e.g. meeting with parent/carers/BOT (internal Suspension).

Director of Learning Report

Should a student fail a subject report, then the report is escalated to a Director of Learning Report. The targets again will be agreed between the student and Director of Learning. Parents will be informed, and consequences clearly outlined for the student. If a positive attitude to learning resumes, the Director of Learning will inform parents/carers. If a student fails to engage with the agreed targets, further escalation will be necessary, which may include: a parental meeting; removal from lessons; and/or an BOT referral.

SLT report

This is issued once a student has had two opportunities to reset their behaviour and has not met the expected standard. Parents/carers will be informed of the seriousness of failure to engage within learning and next possible steps outlined. Further action may include removal from lessons; BOT referral; meeting with parents.

Note:

It would be expected that a student who satisfactorily completes an SLT Report will be taken off report. However, should behaviour deteriorate once again, they will return onto the behaviour management system at the previous point reached.

Pastoral Support Plan

Where a student shows persistent poor attitude to learning and/or inappropriate behaviours at social times a PSP will be activated to offer additional guidance and support to rectify the situation or their behaviour. This will be conducted with parents, students and members of the pastoral team. The inappropriate behaviours are identified and the issues surrounding these are explored by

parents, students and staff. Targets for improvement are developed with agreement from all stakeholders and any additional interventions identified.

The student's progress in line with PSP targets and any identified interventions required is reviewed in a further meeting after 6 weeks or earlier if required. Targets can be reset at this point or maintained. A further review will happen in 12 weeks. Where progress is evidenced as lacking or insufficient alternative provisions-can be discussed at any point following the 12-week review.

9. Student mobile Phones and smart devices

We recognise that mobile phones and smart devices are part of everyday life for many young people and that they can play an important role in helping students to feel safe and secure when travelling to and from the Academy. However, we also recognise that they can prove a distraction from learning and can provide a means of peer abuse or harassment. Therefore, student mobile phones or smart devices are not permitted to be seen or heard at the Academy. We follow the 'see it, hear it, take it' protocol. If a parent/carer would like their child to travel to or from school with a mobile phone, it must be turned off and in the student's bag or locker throughout the day. If a mobile phone/device is seen/heard by a member of staff, it will be confiscated and kept for collection at 3:15pm that day. The Academy takes no responsibility for any accidental loss or damage to mobile phones brought into school.

10. Peer Abuse and Harassment (Bullying)

We take incidents of peer abuse/harassment (bullying) very seriously and as such have a clear set of parameters around which we work to support students who have been the victim of peer abuse and/or harassment. Those responsible for peer abuse and/or harassment are sanctioned appropriately. This is supported with follow up work involving both parties to ensure monitoring of improvements. For detailed guidance on The Academy procedures for dealing with peer abuse and/or harassment, please refer to **Appendix A: Anti-bullying Procedures and Guidance for all staff, students and parents/carers** which can be found at the end of this Policy.

11. Punctuality

Punctuality is an important discipline for life. If a student arrives late without good reason, they are missing valuable learning time and disrupting a lesson. This is also true for all points in the school day where students are late attending lessons.

- If a student arrives late to school in the morning, they will receive a lunchtime detention that day. If they miss the lunch time detention, they will receive a SLT detention that day, after school.
- If a student is late to lessons on more than three occasions in one week, they will receive a lunchtime detention.
- If a student is late to lessons on more than five occasions in one week, they will receive a SLT detention.

12. Dealing with Behaviour Incidents

12.1 Searching, Screening and Confiscation

On rare occasions school staff may need to search or screen students. The school always follows the guidance from the Department for Education in relation to searching, screening and confiscation.

School staff may search for any item if the student agrees. The Head Teacher and staff authorised by the Head Teacher have a 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. If prohibited items are discovered as part of a search, there will be a full investigation and an appropriate sanction outlined will be issued.

Prohibited items include items such as: pornography, fireworks, cigarettes/tobacco, vapes, knives or weapons, alcohol, illegal drugs and stolen items. Illegal items will always be given to the police. This can include searching the contents of a student's mobile phone, audio recording devices, video recording devices, if it is felt it has been used inappropriately.

The school can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of students.

For further information on searching procedures, please refer to **Appendix B: Procedure for Searching and Confiscation** document which is available at the end of this Policy.

12.2 . Inappropriate expression of extremist or offensive views, including language with the potential to harass or show extreme disrespect

The Academy will not tolerate any inappropriate expression of extremist or offensive views (homophobic/transphobic language, racist slur, sexism or any other offensive comments) directed at any student, member of staff, parent/carer or visitors to The Academy whether directly or indirectly. Should behaviour of this nature arise then The Academy will follow the appropriate sanctions.

12.3. Use of CCTV

CCTV is widely used in the school to ensure the safety of all staff and students. CCTV footage may be used for disciplinary investigations.

12.4. School Trips

Students on a school visit are, at all times, considered to be under the school's jurisdiction. They are expected to conduct themselves responsibly, duly considering the reputation of the school and the authority of the supervising staff. Students must follow any instruction given by the supervising member of staff.

All students will be required to sign a copy of a code of conduct for trips annually which will relate to day trips and then students will sign a separate code of conduct before going on a residential school visit. See Appendices 2 and 3.

Any form of misbehaviour will be dealt with as it would be in the school. Serious matters will be dealt with upon return under the terms of this policy, according to the nature of the misbehaviour and sanctions may be issued.

Parents should be aware that:

- in the case of serious misbehaviour, a student may be sent home from a visit. A senior member of staff will liaise between the visit leader and the parents;
- attending any form of school visit should be regarded as a privilege not a right. This privilege may be denied any student whose conduct has given cause for concern or where staff feel that a student's behaviour could jeopardise the safety of the student or other students on the visit;
- on rare occasions exclusion from a school visit may be imposed as a sanction, subject to the usual procedures outlined in the exclusions policy;
- the school is not required to gain parental consent for detentions. However, our policy is to work in partnership with home and we will always give parents at least 24 hours' notice of an after school detention and explain the reasons for it.

12.5. Sporting Fixtures

A high standard of conduct is expected by students who are taking part in a fixture either home and away. We expect only the very best in sportsmanship as well as behaviour when taking part in fixtures.

12.6. Malicious allegations

The school takes accusations against members of staff very seriously but if, after investigation, these are found to be malicious the student or students responsible will face a sanction which could be up to and including permanent exclusion.

12.7. Multi-agency Assessment

A multi-agency assessment will be considered for students who display continuous disruptive behaviour. When it is identified that the student requires further support, a Pastoral Support Plan (PSP) assessment will take place.

12.8. SEND students

According to its duties under the Equality Act 2010, the School may in applying the school Behaviour Policy, and other related policies as set out below, follow a differentiated approach and make reasonable adjustments to the parameters laid out in the Behaviour Policy when dealing with students with Special Educational Needs and/or Disabilities. Consideration over a child's SEND status will be taken into account when applying sanctions.

13. The Harefield Academy Home School Agreement



The Harefield Academy Home School Agreement

Students I will	Families I/we will	Staff and Governors We will
Have a positive attitude to learning and do the best I can, at all times.	Ensure that my child arrives to school on time, every day, properly equipped to learn and in the correct uniform.	Implement all policies and treat students fairly, modelling mutual respect for all members of the school community.
Attend school and lessons every day and on time, properly equipped and in the correct uniform (as detailed on The Academy website).	Actively support the school in promoting the behaviour and values which lie at the heart of the school community.	Provide an inclusive environment where all students, understand how to stay safe and families are informed of measures taken by The Academy to prioritise safety.
Show everyone in the building respect and treat others in the way I would wish to be treated myself, behaving in a way that is safe and respectful both in school and when travelling to and from.	Ensure that my child's attendance remains above 97% throughout the year and all holidays are taken during school holiday time.	Ensure that effective teaching, learning and pastoral care takes place to best meet the individual needs of all students.
Show respect for the school environment by playing my part in keeping it safe, clean and tidy. Following the clear instructions about how to keep myself, my peers and the staff at school safe.	Ensure that my child arrives for school in plenty of time for a punctual 8.45am start. Inform the school by 8.30am on the first and each subsequent day of any absence.	Set clear academic and pastoral targets and provide appropriate feedback to assist all students in fulfilling their potential.
Listen to and follow instructions from all staff straight away.	Ensure that my child is actively supported in undertaking homework and any work missed through absence.	Review The Academy procedures for communicating Policies to students and parent/carers.
Do all my classwork and homework on time and to the very best of my ability.	Use Class Charts to monitor homework and check quality and completion of homework every week.	Ensure homework is relevant, accessible and set in line with the school policy.
Actively engage with my learning, respond to feedback from all staff and seek out opportunities to extend my learning.	Inform the school of any change in home circumstances which may affect my child's learning. Ensure my contact details and those who have parental responsibility for my child are up to date by providing these details when and if they change.	Keep families informed of their child's progress and attendance and respond promptly and professionally to contact from families.



The Harefield Academy Home School Agreement

Behave in a way which shows I am proud to be a member of The Harefield Academy community, both inside and outside of school.	Monitor Class Charts to work with the school in celebrating rewards and intervening with any instances of unacceptable behaviour. Support the school Ladder of Consequence and detention pathways.	Monitor behaviour for learning and use bespoke interventions to support a student to improve.
Respond to reports/sanctions put in place to improve behaviour for learning and engage in conversations to support behaviour and attitudes.	Ensure that all communication with the school is undertaken in a respectful manner. Attend consultation and relevant information evenings and discuss my child's progress, behaviour and attendance.	Monitor attendance and use letters and meetings to support students to improve punctuality and attendance at school.
Respond positively to a Pupil Passport or Pastoral Support Plan to improve behaviour for learning.	Support The Academy Policy of mobile phones and smart devices not being seen or heard in school.	Prioritise student wellbeing in an ordered and caring environment in which the students are secure and content.
Respond positively to support meetings designed to support improved punctuality and attendance.	Attend meetings designed to support improvement in attendance and engage with targets set to improve attendance.	Provide opportunities for extended learning, activities and enrichment beyond the classroom.
Respond to the expectations of the Ladder of Consequence to ensure that my behaviour does not put my own safety, or the safety of anyone else at risk and follows expectations in relation to mobile phones and smart devices.	Attend meetings to discuss issues concerning behaviour for learning and work with the school in using interventions designed to improve attitudes to learning. Ensure that an appropriate adult is available to attend the school if I am contacted about a welfare or safety concern.	Have policies in place to praise, reward and celebrate our students' achievements.
Signed	Signed	Signed
Date	Date	Date

Appendix A: Anti-bullying Procedures and Guidance for all Staff, Students and Parent/Carers

Peer abuse/harassment (bullying) is a complex issue, which we address in school through promotion of THA Values, underpinned by robust systems. We seek to foster mutual respect and create a safe, caring community, where members feel free to voice their concerns. We expect all members of The Academy community to act in a considerate, respectful, and courteous manner at all times.

At The Academy we encourage our students to foster our school **Values** of, Honesty, Aspiration, Respect, Excellence, Friendship, Inspiration, Equality, Leadership, Determination and most importantly, Kindness.

The Academy takes all reports and concerns about peer abuse/harassment very seriously. This includes any reports or concerns that have occurred outside of Academy premises, or online.

Peer abuse/harassment (bullying) is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender, or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- expression of offensive views, including language with the potential to harass or show extreme disrespect
- making threats
- name calling
- harassment
- cyberbullying

Peer abuse/harassment is usually part of a pattern of behaviour rather than an isolated incident.

What is not bullying (peer abuse/harassment)?

There are also some behaviours, which, although they might be unpleasant or distressing, **are not** bullying:

- Mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Additional support and advice for parents/carers can be found here:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/#bullying>

Aims and Ethos

At The Harefield Academy we believe in equality of opportunity. Our purpose is to provide all students with the highest quality education through the delivery of an effective, well-balanced, and creative curriculum in a supportive, safe, and caring environment.

- Our aspiration is that all children are driven, ambitious and self-motivated; that they are supported in fulfilling their potential in order to enhance future life chances and develop into well-rounded, honest, articulate human beings who make a valued contribution to society.
- Our ethos is one of mutual respect and kindness within the school community and beyond; it is a school where every child matters and is valued; where diversity is embraced and where high expectations, hard work and exemplary behaviour are the norm.
- Our aim is to create an Educational Centre of Excellence for the whole community that is successful, innovative, cohesive, energetic, healthy, inclusive, and filled with opportunity.

Our ethos is based on the following values:

Honesty, Aspiration, Respect, Excellence, Friendship, Inspiration, Equality, Leadership, Determination, and most importantly Kindness.

Equality of Opportunity

Any behaviour, which undervalues a person for reasons such as culture, ethnic origin, appearance, religion, disability, gender, sexuality, gender reassignment, age, ability, or medical condition is unacceptable.

We have the following guiding principles:

- Equality of opportunity is fundamental to school life.
- Equality of opportunity is about recognising and respecting individual attitudes and differences.
- All members of The Harefield Academy community have a responsibility for promoting respect and support.
- All students are entitled to a curriculum that meets their needs.
- The curriculum should encourage sensitivity to the needs and feelings of others and raise awareness of diversity and inequalities of society.
- Students are encouraged to think for themselves and make informed judgements and challenge prejudice.

Aims and Objectives

We aim to prevent and deal with any behaviour deemed as bullying, abuse, or harassment and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in.

This will happen through:

- Raising awareness of and defining bullying as well as gaining an understanding as to why some children bully.
- The law requires that Relationship and Sex Education (RSE) is to be taught in all secondary schools in England from September 2020. Through RSE, we support all young people to be happy, healthy, and safe. We want to equip them for adult life and to make a positive contribution to society.
- Tutor Time and through the delivery of assemblies.
- Development of a consistent response to any bullying incidents of which the school is aware.
- Provision of support for all members of The Academy community who may be involved in a situation that relates to peer abuse/harassment (bullying).
- Developing and supporting home, school, and community partnerships.

Our students

It is repeatedly made explicit to pupils how and from whom they can seek help.

If a young person witnesses or experiences any form of peer abuse/harassment, we strongly encourage them to speak to a trusted member of staff, parent or trusted adult about it. If a student discloses to an adult outside of school, the adult should contact a Student Manager or Head of Key Stage without delay to report the issue.

All victims will be taken seriously, regardless of how long it has taken them to come forward and they will be supported and kept safe. Peer abuse/harassment that occurs online or outside of the school will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting peer on peer abuse, including sexual violence or sexual harassment. A victim will never be made to feel ashamed for making a report or have their experience minimised.

Procedures for Reporting and Responding to Bullying

When an incident occurs of which we are aware, we will investigate and support each student who reports what they perceive to be an incident or peer abuse/harassment (bullying). We will take their report seriously, take prompt action to respond and to safeguard the child or children involved and we will ensure that we are listening to the voice of the child when deciding on the best course of action to take. We will always act in the best interests of children. We will always encourage our students to safely express their views and give feedback on how they have been supported.

Students must report all incidents of bullying directly to their Student Manager, or Head of Key Stage, who will then investigate the alleged incident in liaison with other staff as appropriate. If a parent/carer or friend is informed we ask that it is reported to a member of staff at the earliest opportunity (where an incident of cyber bullying has taken place outside of school parents should report the matter directly to the police on 101).

The following core principles will apply:

- The student is then involved in the discussion of the incident and a statement taken
- Records are collated and completed for all incidents and reviewed by more than one pastoral and/or senior lead

- Regular communication takes place with parents/carers
- Prejudice motivated bullying is treated extremely seriously
- Hate crimes are reported directly to our Safer Schools Office PC Simon Gaster.

Interventions should include the opportunity for follow up to evaluate support and if necessary, provide a further course of action and/or sanction in line with the school's behaviour policy, which may include:

- A verbal reprimand and/or warning.
- Contact with parents/carers
- After school Detention
- Removal from a lesson to a Head of Faculty or Department or other designated person in faculty or department, internal exclusion from one, some, or all lessons for a period of time.
- Suspension from school.

Cyber-bullying

Any student found to have instigated or participated in cyber-bullying during the school day will be subject to an appropriate sanction in line with our LOC. The Academy may act when cyber-bullying has taken place off school premises if the conduct affects The Academy's reputation or the welfare of a member of The Academy community.

Where cyber-bullying has taken place outside of school hours, in line with Parents/Carers responsibilities for monitoring their child's internet usage:

- Parents/Carers MUST report all such incidents of cyberbullying to the Police via 101 in the first instance. Our Safer Schools Officer will then liaise with parents/carers and school staff to reach a positive outcome for those involved.
- Parents/Carers are responsible for the safeguarding and monitoring of their child/children in their care outside of school hours
- Parents/carers are not to wait for their child to inform a member of staff at school of any such incidents.

Peer sexual abuse or violence

In the event of a disclosure of peer on peer sexual violence, we will immediately make the required referrals and devise Safeguarding Risk and Needs Assessment. The risk and needs assessment will consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the Academy, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

More information about these procedures in relation to sexual violence and sexual harassment can be found in our Academy Child Protection Policy.

Strategies for the Prevention and Reduction of Peer Abuse/Harassment (Bullying)

We promote behaviour to prevent and reduce bullying by:

- The delivery of high-quality teaching and the promotion of a positive learning environment
- Promotion of THA Values
- Student surveys
- Through the PSHE/RSE curriculum
- The delivery of e-safety assemblies to all year groups
- Co-operative group-work
- Befriending
- Peer Mentoring
- Mediation by adults
- STARS - Student leadership forum
- Harbour Club and additional Inclusion interventions such as ELSA
- Whole school and whole year group Pastoral Time activities and assemblies
- E-safety education for students and parents/carers
- The Academy Student Safety and Wellbeing website page

How we support victims of peer abuse/harassment

The Academy recognises that peer abuse/harassment has a significant impact on young people and victims are likely to need ongoing support. Children who are victims of this will likely find the experience stressful and distressing. Age appropriate support will be put in place for victims of peer abuse/harassment whilst investigation is taking place and following the initial response, by the Student Manager. Support will continue for as long as it is needed and will be reviewed regularly to ensure the victim is receiving appropriate care. The Academy will do everything we can to maintain the victim's normal routine. We will do everything we can to protect the victim from further bullying, harassment or abuse as a result of their disclosure.

How we will support alleged perpetrators and perpetrators of peer abuse/harassment

We have a responsibility to safeguard and support all children and to ensure that an alleged perpetrator continues to receive a suitable education.

We recognise that children who perpetrate peer abuse/harassment may be experiencing challenging circumstances themselves. The school will continue to safeguard the alleged perpetrator and provide them with support.

In the event of serious incidents, a plan to reduce the risk posed by the alleged perpetrator will be put in place as part of the Safeguarding Risk and Needs assessment made following the alleged abuse/harassment. The Designated Safeguarding Lead will take advice from children's social care, specialist services and the police as necessary, when this is appropriate.

Monitoring and Evaluation of Peer Abuse/harassment (bullying)

SLT and the Academy Governing Body will be routinely informed of any incidents of bullying and records will be kept by Heads of Key Stage, Student Managers, and the Designated Safeguarding Lead for external scrutiny.

Monitoring and evaluation will occur through the collection of data:

- Surveying a sample of students, staff, parents/carers.
- Using curriculum time and Pastoral time to focus on anti-bullying work.
- Recording bullying incidents.
- Review of Class Charts data on bullying

Success indicators:

- Willingness to report incidents of bullying
- High levels of attendance
- High achievement
- Reduced bullying incidents
- Reduced fixed term and permanent exclusions for bullying
- Students' perceptions that The Academy is prepared to act
- Bystander action/increased sense of collective responsibility
- Parental and student responses to surveys designed to capture feedback on school safety agree that The Academy is a safe environment.

Wider concerns

We strive to create a safe and welcoming environment for all children. If you have any concerns about our culture of safeguarding, policy or procedures, please direct these to safeguarding lead immediately, or follow our school Complaints Policy.

Appendix B: Procedure for Searching and Confiscation

We have the legal right to search students, and their lockers **with their consent for any item** and **without their consent for any prohibited item, which may include, but is not limited to:**

- Weapon, sharp object, or prohibited item with the potential to cause harm
- Alcohol, or mind-altering substances

- Any object or material that The Academy reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, damage to property, or extreme disrespect/offence.
- Any item which The Academy believes to have been stolen or obtained inappropriately.

All staff managing a search will adhere to the following procedure:

PROCEDURE	COMPLETED	N/A
NEVER search alone, ALWAYS with a member of SLT.		
Tell the student that you are going to search them and why.		
Explain to them that you understand it is not nice for them, but that we have to put the safety of The Academy community first and we hope they will cooperate.		
The search must take place away from other students/staff with a member of SLT, plus a member of the Safeguarding/Pastoral Team present.		
Wear rubber gloves for hygiene purposes.		
We can only search outer clothing, so students cannot be asked to remove shirts, trousers or skirts.		
If you suspect a child has concealed something in their underwear, the police must be called to deal with it.		
Search all pockets in blazers and outdoor coats.		
Ask the child to turn all trouser pockets inside out.		
Ask the child to take off shoes and pull-down tops of socks.		
Check all compartments in school bags.		
When you have finished the search, thank the student for their cooperation and explain that a letter will be sent home informing parents of the search.		
A) If nothing is found, the child can return to the lesson.		
B) If prohibited items are found, the child writes a statement immediately.		
C) Pass any prohibited items to DSL or Headteacher.		
D) Bag any weapons to avoid touching (envelope, plastic bag, disposable glove).		
E) If a child is in possession of an offensive weapon, detain them and contact the DSL/Headteacher who will make arrangements for the police to be called to arrest.		
F) *In the case of extreme or child pornography and extremist views, please pass to DSL who will contact the police and or PREVENT as required.		
Search letter to be sent by Student Manager – applies to all searches.		
Complete this search checklist and attach to Ed Aware – applies to all searches.		

Search Log to be added to Ed Aware

Member of Staff Present No 1:

Name.....

Signed.....

Date.....

Time.....

Member of Staff Present No 2:

Name.....

Signed.....

Date.....

Time.....