

Behaviour For Learning Policy

Policy reviewed and updated	March 2024
Date of next review	March 2025
This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate	

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students

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 student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [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. Roles and Responsibilities

The Governing Body:

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

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 students
- 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 students 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 students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations
- The Leadership Group will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Take part in any pastoral work following misbehaviour (for example, meetings regarding behaviour)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

4. Behaviour Plan

The behaviour plan provides staff and students with a clear, whole-school system to ensure a positive environment for learning. In order to achieve this, we have a 60-minute 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 4:00pm.

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.

Any student that has had to be removed from 2 lessons during a period of 1 school day will receive a 1 day internal suspension.

As an alternative to an external suspension, students may be issued with an internal suspension, in our Back on Track room, at the school's discretion. 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.

Behaviour outside of the Classroom/Social Times

Our expectations of behaviour outside lessons and at social times are very high. Students are regularly reminded of these expectations which apply both within 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 Key Stage (HOK) or Leadership Group (LG). HOKs 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 Headteacher (Pastoral).

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

Out of bounds areas

The following areas in and around the school are out of bounds to students:

- Staff toilets
- Unsupervised classrooms
- Students in Years 7-11 are not allowed to leave the school site during the school day without permission.

Students in the Sixth Form are allowed to leave the school site at lunchtime and at other points during the day if privileges have been granted.

5. 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 school 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

Centralised Detentions

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

Detentions include the following:

- Ready To Learn (RTL) detentions - daily from 11.00 - 11.30am
- Senior Leadership Team (SLT) detentions - daily from 3:00pm – 4:00pm

Internal Suspensions

On occasions where a student's behaviour is of a more serious nature, they will be issued with an internal suspension. A student issued with an internal suspension does not attend regular timetabled lessons and completes their work in our inclusion room (Back on Track).

Notification of an internal suspension will be communicated by the Head of Key Stage/Student Managers and a formal letter will be sent to parents. Students will work with a member of staff whilst internally isolated to enable a positive reintegration back into lessons once they have successfully completed the sanction.

Disruption of the Back on Track room and/or failure to demonstrate behaviour in line with expectations whilst sitting an internal suspension will result in an external suspension.

External Suspensions, Direction of Education and Permanent Exclusions

Our policy regarding external suspensions, direction of education and permanent exclusions can be found [here](#).

7. Rewards

The Rewards system is crucial in motivating students and helps to ensure student achievement is recognised and celebrated. The formal system places emphasis on the positive aspects of student performance.

All staff will award students where appropriate by giving them merits on Classcharts. Students and parents will be notified when a positive behaviour point is given.

Exemplar awards for student achievement (not an exhaustive list):

- Completion of excellent work
- For service to the school (e.g. participation in Open Evening) or the wider community (e.g. Fund raising activity)
- Excellent attendance
- Most improved student
- Awards for effort in lessons
- Contribution award
- Jack Petchey award

8. Behaviour Interventions

Where a student's behaviour is of a concern to school staff, interventions will be put in place to ensure we can track and monitor the ongoing concerns over a period of time.

Behaviour Reports

Where there are concerns regarding a student's behaviour, a behaviour report may be issued. A behaviour report is designed to give the student focus and support in improving their behaviour.

Where a student fails to show improvement in behaviour, the report will be escalated to a higher level. Pastoral staff will contact parents to discuss 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/escalation of report/internal suspension.

Example reports:

- Student manager report
- Head of key stage report
- SLT report

Behaviour Support Plan (BSP)

Where a student shows a persistently poor attitude to learning and/or inappropriate behaviours at social times, a BSP will be activated to offer additional guidance and support to rectify their behaviour. This will be conducted with parents, students and members of the pastoral team. The unacceptable behaviour will be identified and the issues surrounding these are explored by parents, students and staff. Targets for improvement will be set and any additional interventions identified.

The plan will take place over a period of 6 weeks, with meetings between staff, students and parents every two weeks in order to assess progress. At the end of the BSP period, a decision will be made with regard to requisite improvement in behaviour. Students will either pass the BSP and the plan will end or, if the requisite improvement has not been made, move onto a Pastoral Support Plan.

Pastoral Support Plan (PSP)

Where a student's behaviour has not improved following a BSP or there are significant concerns regarding a student's behaviour, a pastoral support plan will be implemented. A PSP is a 12 week intervention aimed to provide support for students at risk of permanent exclusion. An initial meeting will take place, issues discussed and any additional support identified. Where relevant, external agencies will be involved in the process in order to support the student in improving their behaviour. Meetings will take place every two weeks thereafter, to discuss progress towards agreed targets.

At the end of the PSP period, a decision will be made with regard to requisite improvement in behaviour. Students will either pass the PSP and the plan will end or, if the requisite improvement has not been made the Headteacher may take the decision to implement higher sanctions, such as a direction of education or permanent exclusion.

The decisions to implement, continue and end behaviour interventions is down to the discretion of the Headteacher, depending on the level of concern regarding the student's behaviour and any further developments that have occurred since the initiation of an intervention.

9. 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.

- If a student arrives late to school in the morning before 9am, they will receive an RTL (break time) detention that day. If they miss the RTL, they will be issued with an SLT detention after school that day.
- If a student arrives late to school in the morning after 9am, they will be issued with an SLT detention after school that day.
- If a student is late to two lessons, they are issued with an RTL detention.

10. Dealing with behaviour incidents

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 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.

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 school. However, phones are also a source of 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 on the school site. 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 or heard by a member of staff, the student will be issued with a 60 minute SLT detention. The school takes no responsibility for any accidental loss or damage to mobile phones brought into school.

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 school procedures for dealing with peer abuse and/or harassment, please refer to our Anti-Bullying Policy.

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

The school 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 school whether directly or indirectly. Should behaviour of this nature arise then the school will issue the appropriate sanctions.

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.

Physical Intervention/Positive Handling

The use of physical restraint complies with the Department for Education guidance 'Use of

Reasonable Force'. Staff must only ever use reasonable force as a last resort, for example to prevent a student from committing an offence, injuring themselves or others, or damaging property.

Reasonable force is used to either control or restrain a student. Control generally implies passive physical contact such as blocking a student's path or physical contact, for example leading a student by the arm away from a situation that may escalate. Restraint means to hold back physically or to bring a student under control, such as dealing with students who are fighting and who refuse to separate.

At all times staff should try to avoid causing injury to students and themselves.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Incidents where physical intervention/positive handling has been used will be recorded and signed by a witness and immediately reported to a member of the Senior Leadership Team. The parent/carer will be informed of the incident.

Damage to school property

When property is damaged by a student/student's it should be reported to a member of staff. Depending on the nature of the damage and whether it was inadvertent or deliberate the school will decide whether a charge should be made against those involved in line with our Charging and Remissions Policy. The extent of the contribution will be at the discretion of the Headteacher and this will be communicated formally to parents.

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.

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

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.

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.

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 be put in place.

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, 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.