

Harlington Upper School

Behaviour Policy

Policy written: August 2005

Date approved:

Revised: April 2009

Rationale

‘Sanctions contain behaviour
Rewards change behaviour’

The intention of this policy is to ensure that our whole school aims can be met in a well-ordered and caring environment. The school encourages students to take responsibility for their own and others’ behaviour through the reinforcement of the school motto ‘know thyself’. With a strong belief that good behaviour, encouraged by rewards and good attendance lead to positive learning outcomes, a working party of staff meets regularly to consider improvements in practice. Students are consulted via house councils, whole school council and work in form base tutorial time and parents are consulted via school newsletters and the Parents’ Forum Group. Curriculum is arguably the most powerful tool in the effective management of behaviour. It needs to be differentiated in order to meet individual needs and reflect relevance to everyday life with alternative routes to learning made available when necessary.

Aims

The school aims to establish through its pastoral system and personal relationships, an environment in which students may develop academically and socially to their fullest extent. This environment should be purposeful, disciplined, happy and caring and should be based upon sound personal relationships between students and between students and staff. Students should leave this school with a sense of achievement and aware that they have been equipped to meet the challenge of a changing world. This should be because the school has served them well in developing their academic skills and also because they have begun to learn how to make their own unique contribution to society.

This document is intended to assist all within the Harlington Community to have a consistent approach to matters of behaviour, whether in a subject area or around the school. It is the responsibility of **all** staff to take action (either positive or negative) to deal with a behavioural matter, drawing upon the support of colleagues when this is deemed necessary. Rewards are intended to be pivotal to the overall success of this policy.

Other related policies:

Attendance Policy

Drugs and Alcohol Policy

Learning Support Policy

Racial Incidents Policy

Safeguarding Policy & Looked After Children

Social Inclusion Policy – Pastoral Support Plan

Anti-bullying Policy

Staff Responsibilities

Governing Body	<ul style="list-style-type: none">• To oversee and approve the policy• To convene a discipline committee
Headteacher	<ul style="list-style-type: none">• To ensure that all staff support the policy• To advise on serious discipline issues
Deputy Head (Pastoral)	<ul style="list-style-type: none">• To advise House Leaders on sanctions and rewards• To convene meetings of the Behaviour Working Group• To review policy and to publish excerpts to parents and in school homework planner• To arrange nomination and presentation of rewards• To brief all staff on changes in policy
Head teacher Team	<ul style="list-style-type: none">• To review curriculum provision• To brief Subject Leaders on policy changes
House Leaders & Key Stage Directors	<ul style="list-style-type: none">• To oversee the behaviour of their house group/year group• To support tutors in upholding the policy• To encourage reward and competition• To enable house groups to discuss matters related to policy at House Council
Subject Leaders	<ul style="list-style-type: none">• To support members of department in upholding the policy• To ensure relevant information is displayed within department• To support the Behaviour Working Group
All Teaching Staff	<ul style="list-style-type: none">• To be familiar with and support the rewards and sanctions of the school• To carry out the role of form tutor and through this support the policy
Support Staff	<ul style="list-style-type: none">• To support teaching staff in the use of rewards and sanctions• To investigate incidents of poor behaviour and engage outside agency support where necessary

REWARDS

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

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

- Achievement
- Effort
- Extra Curricular Contributions
- Good Attendance and Punctuality

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

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

The system must be perceived by students as fair and consistent. For this to be so, agreement with and across faculty and house teams must be reached so that only minor variations occur in practice.

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

Frequent oral and written praise

Positive marking of students work with evidence of formative assessment

Referral to other staff for recognition e.g. Head of Department, House Leader, Key Stage Director, HTT Link or Head

Displays of work produced by students

Letters and 'good news' postcards home to parents

Achievement Assemblies

Positive comments written into Homework Planner

Commendations, Stickers, Certificates, Special Awards

Awards Evening

Commendation Stickers and Certificates

These are for use with students in Years 9, 10 & 11. They are given in recognition of:
Work of a high standard (criteria determined by subject/house staff)

High level of commitment/effort beyond that which can reasonably be expected (this could include high attendance, high progress check scores)

Time and help given to the school community – Open Evening; Parent Consultation Evenings; Assisting in Library, etc.

The Commendation Sticker or Certificate is issued by the teacher but the student must obtain the signature of his/her tutor who will record and display the number of commendations received by individual students. The student will also make a personal record in his/her planner and the House Captain will collect tutor group commendation totals from tutors each half term for display on house notice boards.

Silver Award

When a student has received ten commendations he/she will present these to the House Leader who will present a Silver Award to the student in assembly. A standardised letter will be sent home congratulating the student on the achievement.

Gold Award

When a student has received three silver awards (thirty commendations) he/she will be presented with a Gold Award by the Headteacher. A standardised letter will again be sent home and the achievement will be recognised in the Family Newsletter.

Platinum Award

When a student has received three gold awards (ninety commendations) he/she will be presented with a Platinum Award by the Headteacher. Again, a standardised letter will be sent home and the achievement will be recognised in the Family Newsletter.

Achievement Certificates and Prizes

Each term nominations will be invited for the boy and girl in each subject who deserves recognition for achievement. A certificate and prize will be awarded in an achievement assembly. At the end of each year, nominations will also be invited for form prizes to include punctuality and attendance.

Sports Awards

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

AWARDS EVENING

This annual event which takes place in January, celebrates the achievements of Harlington Students in the previous academic year.

Awards are presented for academic achievement and effort in subjects as well as overall contribution to tutor group work and activities.

The following special awards are also presented:

THE PAT NEALE AWARD – presented to a member of the sixth form Business Studies Course in memory of Mrs Pat Neale who was Head of Business Studies until her untimely death.

THE SIMON GOODGE AWARD – awarded for musical expertise in classroom and extra-curricular activities, in memory of Simon, a past student of the school who lost his life tragically in the autobahn disaster involving the RAF (Germany) Band.

THE LORNA RAMSCAR AWARD – awarded for courage and determination in the face of ongoing medical or physical difficulties. A tribute to Lorna whose brave battle against leukaemia will always remain an inspiration to staff and students.

THE NB LISTER AWARD FOR ENDEAVOUR – an award donated by Mr Lister, the school's first Headmaster, for a student who has demonstrated that determination, a will to succeed and a positive approach to life can produce pleasing and progressive results.

SHIELD FOR CITIZENSHIP – awarded to a student who has given freely of his or her time to contribute to the school ethos.

THE WALLER TROPHY FOR LEADERSHIP – the trophy is given to a student whose personality and leadership have been a guiding force to many of the Sixth Form Activities (academic or pastoral)

THE PAUL FROSDICK AWARD – awarded to a member of the Sixth Form who has shown personal qualities beyond that of a normal academic student.

THE MARK CHADWICK AWARD – awarded for endeavour, determination and willingness to participate fully in Mathematics.

THE JAMES STOKES-SMITH AWARD – awarded to a student to encourage further studies in higher education from a trust fund set up in memory of a local resident.

THE HEADMASTER'S PRIZE – for an outstanding contribution to the life of the school

THE HEAD OF YEAR AWARDS – There will be two awards given by each Head of Year – Best Female Student and Best Male Student. A third award may be given in special circumstances for outstanding achievement.

FORM PRIZE – Form Prizes will be awarded to one boy and one girl in each form. Tutors will decide who will receive these awards based on criteria collectively determined by the Heads of Year. The criteria will embrace conduct, effort and excellence.

RAISING ACHIEVEMENT

At Harlington, a mentoring system has been developed which operates at three distinct levels – the first level is Teacher Mentor, the second is Tutor Mentor and the third is Peer Mentor.

Teacher Mentor

This system has been carefully developed to support the academic needs of selected students. Students are identified by the Key Stage Director and Deputy Head

(achievement) via assessment information. Parents are invited to come into school to be briefed about the programme and students are expected to sign up to attend after-school and holiday course work support and revision sessions. Regular mentoring appointments are also arranged with a member of staff. Other activities are arranged throughout the year to help increase motivation and achievement, including for example, university visits and parent/child revision workshops.

Tutor Mentor

Each form tutor is expected to carry out one-to-one target setting interviews with members of their tutor group. These sessions are facilitated by the support of staff linked to the house group. Self-assessment paperwork is completed by each student and this is used as the basis for discussion and the setting of realistic targets. Key Stage Directors and link Deputies oversee the process to ensure that results are of benefit to students.

Peer Mentoring

Sixth Form Students are encouraged to play an active role in supporting younger students and this scheme is now very successful. A number of Sixth Form and Year 10 Students also volunteer to be trained as peer educators, delivering aspects of the peer led sex, drugs and alcohol education programmes and students from every year groups are invited to join the anti-bullying trained mentor group.

Progress Checks/Parent Consultation Evenings

The school aims to work in partnership with parents to maximise the opportunities for all students. Progress Checks are provided so that parents, students, tutors, mentors and subject teachers can monitor performance, effort and conduct. Parents are formally invited to a programme of Consultation Evenings and are encouraged to contact the school at other times should the need arise. When there are serious concerns about a student's behaviour, attitude or progress parents should be prepared to come into school to discuss concerns at a mutually convenient time and where appropriate a Pastoral Support Plan will be put in place.

An Annual Calendar of Progress Check/Parent Consultation Evenings is published at the beginning of each academic year.

SANCTIONS

Inside the classroom

- A copy of the Behaviour Choices System should be displayed in every teaching room (*see appendix*).
- The majority of problems are dealt with by the class teacher concerned in line with the Behaviour Choices System.
- If problems persist the Head of Department will become involved and the matter progresses through the system with after school detentions, letters to parents and entry onto the school behaviour log.
- The form tutor is notified if problems persist and should be alerted if problems are arising in more than one subject area.

- The House Leader will become involved if there is no improvement and parents may be called into school
- The Key Stage Director and/or HTT Link will be informed if there are major concerns in a number of areas.
- If behaviour is such that teaching cannot continue the student should be isolated from the class by the Head of Department or Head of Faculty. The Fast Track System may need to be put into place if the Head of Department/ Faculty is not available.

Outside the classroom

- Initial responsibility lies with the nearest member of staff who should deal with the incident as appropriate – usually through the issue of a discipline slip but in more complex incidents, the matter should be referred to the Pastoral Team.
- If an incident is of a serious nature, the Fast Track System should be used.

Exclusions

Exclusion is regarded as the last resort, to be used when other disciplinary processes have failed or when a one off incident is deemed to be of a very serious nature. The HTT Link is consulted before any final decision is referred to the Headteacher. Parents are notified by phone and then letter and a readmission interview is arranged. A copy of the exclusion letter is sent to the County Inclusion Officer and the School Governors Discipline Committee Chair. The House Leader/Pastoral Manager must:

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

If there are serious concerns about the student's ongoing conduct, the County Inclusion Officer may be invited to the readmission meeting. In extreme case the Anti-Social Behaviour Reduction Co-ordinator may be asked to agree an Acceptable Behaviour Contract with the student and his/her parents.

DISCIPLINE SLIP AND DETENTION SYSTEM
(YEARS 9, 10 & 11 ONLY)

CATEGORY	OFFENCE	TARIFF
Uniform	Absence of deficiency slip	1
	Shirt/blouse not tucked in	1
	Unsuitable earrings/rings	1
	Trainers/Hooded Top/Denim	1
Behaviour	Dropping litter	1
	Minor incidents of:	
	Unruly/boisterous behaviour	1
	Rudeness	1
	Swearing	1
Minor disobedience towards staff	1	
Time/location	Poor punctuality	1
	Out of bounds (on site)	1
	Out of bounds (off site)	3
	Regular lateness	3
Smoking (first offence)	Outside building	90 minute detention
	Inside building	

The Harlington Community Code Sets out our Expectation of Students

When a student has been placed in after school detention on repeated occasions, the House Leader will take the matter up by inviting parent in for a meeting – such frequent necessity for sanctions demonstrates a total disregard for the school community.

After School Detention System

Students will be detained after school on a Tuesday or Thursday evening when **three** discipline slips have been issued.

Discipline slips are recorded on the SIMs Behaviour Log by the Student Support Team. They will generate a letter to parents when a detention is issued giving at least one week's notice. The letter is signed by the House Leader with a copy to tutor. A list of students in after-school detention will be issued in the weekly staff bulletin. Failure to attend without prior notification will result in the detention being doubled. Persistent failure to attend will result in the issue of a Saturday Morning Key Stage Detention or isolation from lessons.

House Leaders should monitor how many times an individual has been placed in after school detention and take appropriate action when repeat detentions occur.

After school detentions take place in room L7. As per the agreed rota, the teacher on duty will be issued with a register for the detention that evening and indicate those present. Absentees will then be followed up via the Key Stage Director and House Leader. The detention will begin at 3.15 and end at 4.30. Students in detention are expected to complete work on the Interactive Conduct File.

HTT Link 2008/9

Apollo – LGS
Midas – NJM

Hercules – KR
Pegasus – MM

Europa – BJT
Theseus – VDP/SF

GUIDANCE TO STAFF ON FAST TRACK SYSTEM

If a student is behaving in such a way that to remain in the classroom would be detrimental to other students in the class or the incident is considered totally unacceptable, the 'Fast Track System' may need to be put into operation. In all situations, wherever possible, the Head of Department or Head of Faculty should be contacted in the first instance.

The following are examples of serious incidents which may warrant immediate removal from the classroom:

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

When a member of staff believes that an incident is sufficiently serious to warrant 'fast track' they should:

- Send for the Head of Department if available who should try to deal with the matter and where necessary refer the matter onwards via the Form Tutor and House Leader.
- If not, send the student to the office or if they refuse to leave send another student to the office with a note requesting support.
- Every effort should be made not to leave the class unsupervised
- On arrival at the office, the student will be isolated by the member of staff on duty until a verbal report, followed by a written report (on serious incident report form available from school office) can be completed by the teacher who has initiated the Fast Track System.
- The situation will be dealt with by the HTT Link and the House Leader who will determine the course of action to be taken. As soon as action has been decided upon, the member of staff concerned should be advised of the outcome on the reply slip at the bottom of the Serious Incident Report Form and the matter should be recorded on the Behaviour Log system.

CODE OF CONDUCT IN SCHOOL BUILDINGS

- Keep to the left in corridors and on stairways
- Walk, do not run
- Take care when passing through swing doors and hold them open for the person behind you
- Remove coats and scarves as you enter the building (store in lockers)
- Mobile phones must be switched off whilst inside buildings – to be used outside only
- Personal music players may be used in student social areas but must be switched off and put away during lessons, assemblies, form time, and other formal occasions
- The main student entrance is on the west side next to the west dining hall.
- The main front entrance is for staff, visitor and sixth form use only
- Toilets have been designated for specific year groups – please only use the designated toilets for your year.
- All bridges are to be used for transit only
- Corridors adjacent to the sixth form area are for sixth form only – other students may only use this area for movement to and from lessons.
- The following areas are 'out of bounds' –
 - 2nd & 3rd floor at break and lunchtime
 - All fields unless specific permission given
 - The path around the sports hall
 - The area at the end of the English/Art block
 - Turning circle at break and lunch times
 - The drive by the caretakers' houses
 - The main drive below the barrier
 - All car parks
- Tennis courts and pathways at rear of school must not be used before school

Students are expected to remain on school site from arrival until the end of the school day. Any student needing to leave school during the day must sign out at student reception – at the far end of the piazza area. Sixth form must sign out in sixth form area.

EATING ARRANGEMENTS

- All prepared food must be consumed in dining rooms
- Students must use the following designated dining rooms:
 - Hot Food – use West Dining Room (Café D'Art)
 - Cold Food – use East Dining Room
 - Sixth Form – to use 6th Form Cafe
- Entry to dining rooms will be controlled to prevent overcrowding
- At lunchtimes you must sit at a table in the dining room to eat your food
- Food must not be consumed in corridors, stairways or the Street except where indicated by signs
- Packed lunches may be eaten at designated tables within dining rooms
- Packed lunches and snack foods may be eaten in the 'Piazza' area between the two dining rooms. The outside terrace area next to learning support may also be used.
- **Please ensure you use the bins provided**