

THE HARVEY GRAMMAR SCHOOL



Founded 1674

BEHAVIOUR POLICY

incorporating
USE OF REASONABLE FORCE POLICY

Approved July 2017

1. AIMS

The Harvey Grammar School is a centre of learning which expects high standards of behaviour from all its pupils both in and out of the classroom, on the way to and from school, and on all other occasions when representing the school. To achieve this, the school's Behaviour Policy aims to:

- make clear the expected standards of behaviour and discipline
- encourage high levels of self-esteem and self-discipline, proper regard for authority and positive relationships between pupils and staff based on mutual respect
- ensure equality, consistency and fairness of treatment for all
- support the provision of a safe learning environment in which pupils are free from disruption, violence or any kind of bullying or harassment
- promote a culture of praise and encouragement in which all pupils can achieve
- outline for pupils and their parents and carers the interventions which staff will make when dealing with examples of poor behaviour
- encourage parents and carers to develop a positive relationship with the school to enable effective implementation of the school's policy and associated procedures

2. ROLES AND RESPONSIBILITIES

- The **Governing Body** will establish, in consultation with the Headteacher, staff, parents, carers and pupils, a policy for the promotion of high standards of behaviour, which is communicated to all pupils and their parents or carers. It will ensure that the policy is non-discriminatory and that expectations are clear. Governors will fully support the school staff in their implementation of the policy, which will be reviewed regularly.
- The **Headteacher** will be responsible for ensuring the effective implementation of the policy and the day-to-day management of the policy and associated procedures.
- **Staff**, including teachers and support staff, will be responsible for creating a stimulating learning environment, reinforcing positive behaviour for learning and ensuring that the agreed policy and procedures are implemented consistently and fairly applied.
- The **Governing Body, Headteacher** and **staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to, and appropriately addressed.
- **Parents** and **carers** will be responsible for the behaviour of their children both inside and outside the school and will work in partnership with the school to ensure their children meet the high standards of behaviour expected.
- **Pupils** are expected to take responsibility for their own behaviour at all times and be fully aware of the school policy, procedure and expectations. They will be encouraged to take a share in the responsibility for their learning environment and to endeavour to make it both safe and enjoyable by reporting all undesirable behaviour.

The named Governor with lead responsibility for this policy is: **Mrs M Mitchell**

The named member of staff with lead responsibility for this policy is: **Mr A Allon**

3. PROCEDURES

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff and will make clear to pupils how acceptable standards of behaviour can be achieved. The procedures will have a clear rationale which is made explicit to staff, pupils and parents and carers and will be monitored by the Headteacher via the Deputy Headteacher (Pastoral) to ensure:

- the procedures are consistently and fairly applied
- they promote the idea of personal responsibility
- every member of the school shares in the responsibility for the whole community.

A summary of the procedures is given in Appendices B and C.

4. EXPECTED STANDARDS OF BEHAVIOUR

Every pupil has the right to learn, every teacher has the right to teach – and pupils have the responsibility to ensure that their actions do not prevent either from happening. Our expectations as a school are therefore that all pupils should:

- attend all their lessons with a positive commitment to learning
- ensure they have all the equipment needed for each lesson
- do all classwork and homework to the best of their abilities
- meet all deadlines
- pay attention in class and not distract others
- show respect to their peers and to the staff
- follow all instructions by staff
- be punctual for all lessons
- conform to the school's appearance code
- treat the school's resources and facilities with respect
- behave appropriately on the way to and from school, and on all other occasions when in school uniform or representing the school
- contribute to making the school an enjoyable place in which to be

5. REWARDS

The school should be a supportive environment for all its members with an ethos of encouragement to assist pupils in achieving high standards in their work and in their behaviour. Good work and behaviour should be routinely rewarded to motivate pupils and help them to realise that the school – and society in general - values those who display desirable behaviour, good self-awareness and a sense of responsibility for their own actions. Staff are expected to implement the system of rewards consistently so that pupils and their parents or carers are continuously informed about their child's achievements.

House Credits are designed to enable staff to routinely provide pupils with an "instant" reward when they produce good work or display a helpful attitude, while **Positive Referrals** are appropriate for more exceptional circumstances, where the pupil has gone "above and beyond" normal expectations.

It is not possible to provide a comprehensive set of examples which covers every eventuality, but the list below indicates the recommended course of action for the most common ones:

Staff award a House Credit when:	Staff make a Positive Referral when:
<ul style="list-style-type: none"> • Pupil produces a good piece of work for homework or in class • Pupil makes an extra effort to improve his work in some way (e.g. presentation, accuracy) • Pupil works well as part of a group e.g. as leader, scribe or spokesman • Pupil makes a good contribution to class discussions • Pupil is very helpful eg with classroom displays or organisation • Pupil sensibly undertakes a helpful task eg escorting a fellow pupil who feels ill to the Office 	<ul style="list-style-type: none"> • Pupil's work is outstanding • Pupil's work shows a significant improvement • Pupil takes a clear leading role in some way e.g. provides support for fellow pupils in their work • Pupil reaches 25, 50, 100 or more House Credits • Pupil is selected to take on a position of responsibility

Pupils and their parents or carers can see how many House Credits they have accrued via Talisman, while the staff version also shows a summary of House Credits by class or tutor group. The Referral routine in Talisman automatically allocates a House Credit whenever a Positive Referral is made and generates an e-mail message to the pupil, his parents or carers and his Tutor.

Pupils who make very good progress or display particularly good behaviour will also be rewarded through a mention in House Assemblies or in the News section of the Intranet or the termly 'Harveian' newsletter.

6. SANCTIONS

Unfortunately, there will always be the need for sanctions to help pupils realise that certain behaviour is not acceptable. A range of sanctions is available in order to provide an appropriate response to different circumstances, and each sanction is designed to help the pupil to modify his behaviour in line with our expectations.

When a pupil does not meet our expected standards, the sanction applied will depend on to the seriousness of the situation. A minor offence, such as arriving late for a lesson, forgetting equipment for a lesson, being off-task or not being dressed properly, would normally be dealt with by the classroom teacher simply reminding the pupil of our expectations and pointing out the consequences if it happened again, whereas a more serious transgression would lead to more formal sanction being applied and the incident logged in the Pastoral database.

Staff will apply the appropriate sanction according to the **Behaviour Management Procedures** flowcharts as given in Appendices B and C.

We do not expect staff to log every single transgression - only the more serious ones which generally need to be followed up in some way. For example, a pupil failing to hand in a single homework would not require a negative referral as this can be indicated by the Homework routines in Talisman. However, if a pupil repeatedly fails to do the work set, a negative referral would be made, with staff indicating the steps that they have taken to try to get the pupil to catch up on the missing work.

Similarly, as regards behaviour, staff will simply issue a rebuke to a pupil for minor misdemeanours unless the pupil responds inappropriately or continuously steps out of line. Where a negative referral is considered necessary, it will include details of the strategies employed by the member of staff to get the pupil to modify his behaviour.

Once a negative referral has been processed by the Head of House or Assistant Head of House, an entry will appear in the pupil's pastoral log and e-mails will be sent to the pupil and his parents or carers.

Senior staff will also add entries into the pastoral log to indicate actions taken and an analysis of how effective such interventions have been in securing an improvement to acceptable standards of work and behaviour.

In the more serious cases, parents will be invited in to school to discuss their son's poor behaviour with the appropriate members of staff - classroom teacher, Head of Department, Tutor, Assistant Head of House, Head of House or Deputy Headteacher. Parents may request access to their son's pastoral log.

7. USE OF EXCLUSION

Exclusion from school is used sparingly in response to serious breaches of school policy or criminal law. This will apply mostly during school hours and whilst on a school trip, but may be extended to behaviour out of school hours in exceptional circumstances.

Each pupil is treated as an individual and particular consideration given to the fair treatment of pupils from groups who are vulnerable to exclusion.

The following behaviour is likely to lead to a fixed-term exclusion, as it seriously undermines our values and principles, and puts the learning and safety of others at risk:

- Behaviour which puts others at risk of danger, including bringing into school, or using on the school premises, any drug, alcohol or illegal substance;
- Verbal abuse of staff;
- Arguing with or defying senior members of staff;
- Persistent bullying, racism, transphobia or homophobia;
- Persistent disruption or defiant behaviour, which disrupts the learning of others and where students have been offered advice and support to amend their behaviour and have refused to do so;
- Vandalism;
- Theft.

All incidents will be investigated before a decision is made to exclude. Pupils and staff involved, including witnesses, may be asked to write a statement. They may be questioned to clarify any missing or conflicting details. Parents/carers will be contacted at the earliest opportunity once a decision has been made.

Fixed-term exclusions are usually kept to between 1 and 5 days, with additional days being used for a serious incident, or for persistent poor behaviour. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. When a pupil is excluded, his parents/carers must ensure that he is not present in a public place during school hours, without reasonable justification.

Parents/carers will be expected to attend a re-integration meeting, following a fixed-term exclusion. This is an important opportunity to agree a way forward.

There are incidents for which permanent exclusion may be appropriate. A decision to permanently exclude would only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Examples could include:

- Serious actual or threatened violence against another pupil or member of staff

- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Undermining the ethos of the school through persistent failure to comply with school policies and handbooks

After any exclusion, if the parents/carers wish to complain, they have the right to make written representations about the decision to exclude, to the Governing Body. If they wish to do so, they should write to the Clerk of the Governing Body. In this case, dependent on the circumstances and length/type of exclusion, either a meeting of the Student Disciplinary Committee will be convened, or the Chair of Governors will supply a written response to the complaint.

8. TRAINING

The Headteacher and senior staff will ensure that appropriate training on behaviour management strategies is provided for teachers and support staff to support the implementation of the policy.

9. CONNECTION WITH OTHER SCHOOL POLICIES

This policy is designed to be consistent with other school policies, particularly, Equal Opportunities, Special Educational Needs, Safeguarding and Anti-Bullying.

10. INVOLVEMENT OF OUTSIDE AGENCIES

The Deputy Headteacher (Pastoral) co-ordinates our liaison with a number of appropriate external agencies to meet the behavioural needs of pupils.

11. REVIEW

The policy will be monitored by the Senior Leadership Team in conjunction with the Governing Body and will be formally reviewed every two years.

The named Governor will report on a regular basis to the governing body on the effectiveness of the policy. Any issues identified through the monitoring of this policy will be incorporated into the school's action planning.

The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

**APPENDIX A:
POLICY FOR THE USE OF FORCE TO CONTROL OR
RESTRAIN PUPILS**

Section 550A of the Education Act 1996, which came into effect on September 1st 1998, allows teachers, and other persons authorised* by the Headteacher to have control or charge of pupils, to use such force as is reasonable in the circumstances prevailing at the time to prevent a pupil from doing one of the following:

- Committing a criminal offence
- Injuring himself or others
- Causing damage to either public or private property
- Engaging in any behaviour prejudicial to maintaining good order and discipline

All four situations apply equally whether a teacher, or other authorised person, is on the school premises or off site engaged in an authorised school activity.

- * Such “authorised” persons would automatically include members of the support staff but would also include, on a temporary basis, voluntary helpers assisting with school activities, both on school premises and off site, since the involvement of such volunteers would have been sanctioned by the Headteacher.

Section 550A allows such authorised persons to use reasonable force to control or restrain pupils yet there is no legal definition of “reasonable force”. Inevitably, therefore, whether or not “reasonable force” is used will depend on the circumstances of each individual case, with the underlying requirement that the degree of force employed must always be in proportion to the seriousness of the relevant incident and should always be the minimum necessary to achieve the desired result. Furthermore, before intervening physically, a teacher, or other authorised person, should seek to resolve the matter through non-physical strategies, acting throughout in a calm and disciplined manner. A teacher, or any other authorised person, should not intervene physically, however, where it is likely that his/her own well being could be placed at risk; in such circumstances, assistance should be sought at the earliest possible opportunity.

Typical Situations Where Physical Intervention Might Be Required

- When acting in self defence
- When protecting another pupil from attack
- When seeking to prevent injury
- When trying to prevent vandalism/damage to public or personal property
- When dealing with a pupil who is being disruptive and who is refusing to obey instructions (such as that to leave the classroom).

Acceptable Forms of Physical Intervention

- Physically interposing oneself between pupils
- Blocking a pupil’s path
- Holding a pupil
- Pushing a pupil
- Pulling a pupil
- Leading a pupil by the hand or arm
- In extreme circumstances only, restricting more seriously a pupil’s ability to move

In no circumstances should any member of staff or authorised person act in a way which could cause a pupil injury, such as:

- Holding a pupil by the neck or collar, or holding a pupil face down on the ground, thereby impairing his breathing
- Punching, slapping or kicking a pupil
- Twisting a pupil's limbs
- Holding or pulling a pupil by the hair or ear

Neither should any pupil be touched in a way which could be considered indecent.

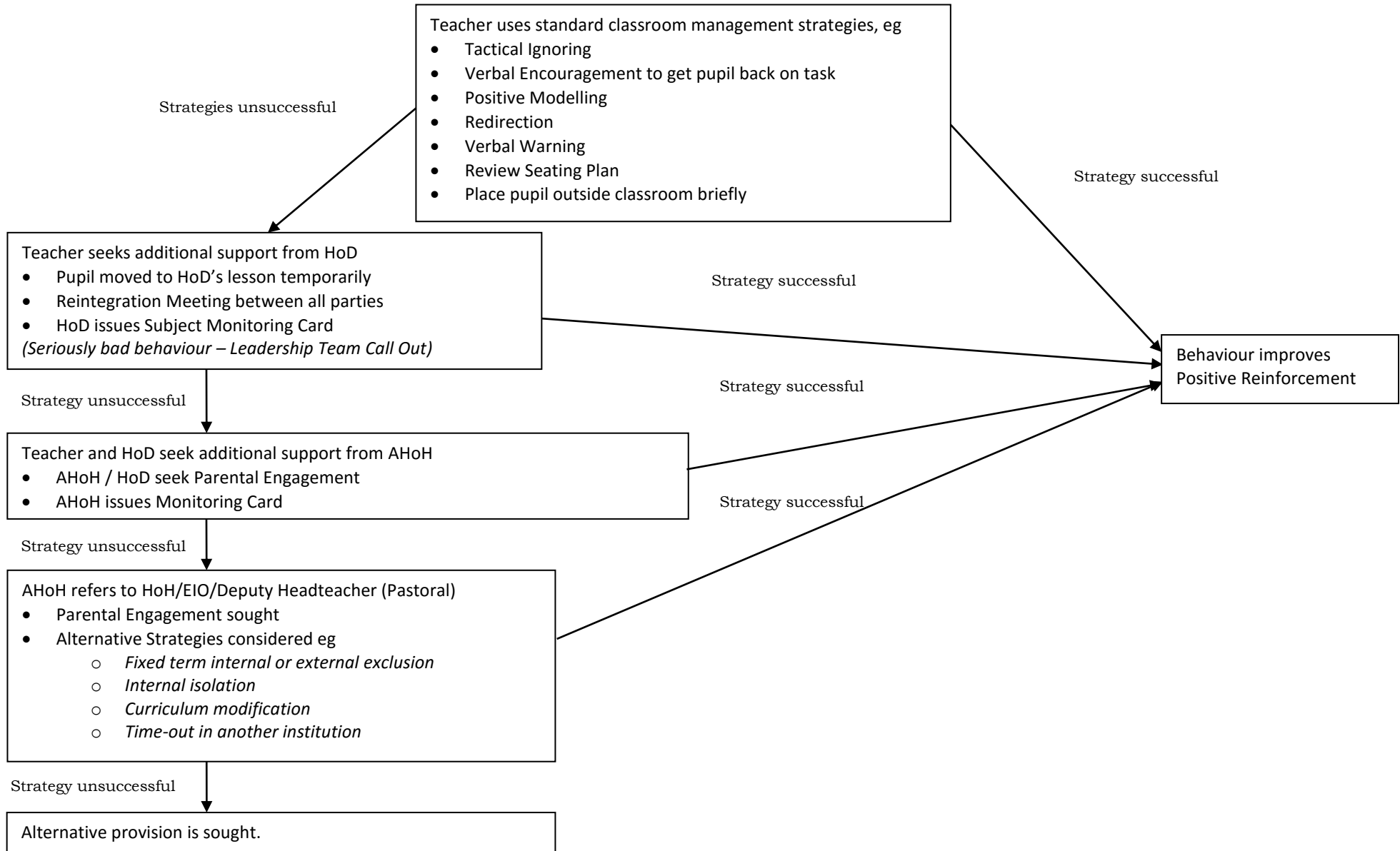
NB There are occasions when physical contact with a pupil will fall outside the ambit of Section 550A, as with techniques used during Physical Education lessons and whilst applying first aid. There will also be occasions when pupils in distress might require comforting. In such cases teachers, and other authorised persons, will need to use their own judgement as to what is appropriate at the time. Neither does Section 550A cover the various situations in which it would be considered reasonable for a person to use a significant degree of force as when s/he or another pupil comes under serious and/or prolonged attack although, in such emergency situations, it remains a legal requirement that the force used remains proportionate to the danger perceived.

Keeping Records

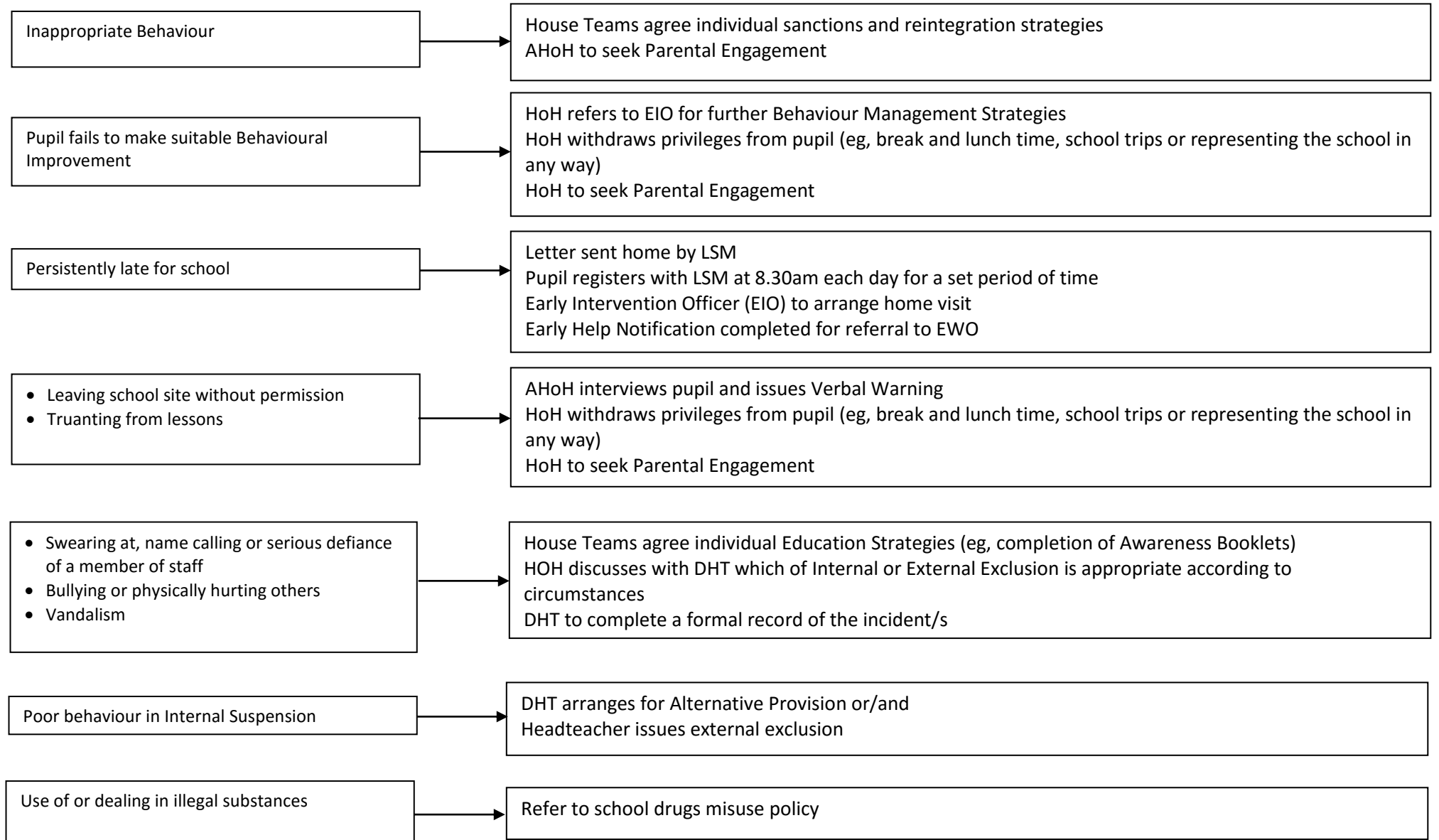
Where a teacher, or other authorised person, has been required to use force against a pupil, full details of the incident, together with the names of any witnesses, should be immediately recorded and a copy passed without delay to the Headteacher. It is also important that the parents of the pupil concerned are immediately informed about the incident and that a meeting is arranged with the parents in order to deal with the consequences of the incident, with the written record of that meeting being placed in the pupil's personal file.

Revised July 2017

**APPENDIX B: BEHAVIOUR MANAGEMENT PROCEDURES
POOR BEHAVIOUR IN LESSONS**



**APPENDIX C: BEHAVIOUR MANAGEMENT PROCEDURES
POOR BEHAVIOUR OUTSIDE LESSONS**



**APPENDIX D:
BEHAVIOUR ON THE WAY TO AND FROM SCHOOL**

The school expects its pupils to behave appropriately on the way to and from school, and on all other occasions when in school uniform or representing the school. Pupils who travel to or from school on public transport have a personal responsibility for their own and others' safety during the journey.

We expect pupils to:

- Carry their travel passes for inspection on every journey. Only pupils in possession of a valid travel pass will be allowed to travel without payment
- Board and get off the bus one at a time in an orderly manner. They should not cross the road immediately in front of or behind the vehicle.
- Sit one person per seat and not change seats during the journey
- Remain seated at all times while travelling in the bus and to wear seat belts if they are provided (it is not the responsibility of the driver to ensure that passengers wear seat belts).
- Behave responsibly and sensibly at all times
- Be polite to members of the public who are using the bus
- Respect the rights of other passengers to travel in a pleasant environment without fear of bullying or any other form of distress
- Keep luggage or bags out of the aisles.
- Avoid causing any distraction to the driver during the journey (it is a criminal offence to distract the driver).
- Only use emergency doors, exits or equipment in a genuine emergency.

Parents and carers have a key role to play to ensure that their child is fully aware of his responsibilities when travelling to and from school. In particular, parents or carers:

- Are responsible for their child's safety while getting to and from the pick-up point and whilst they are waiting to board the vehicle.
- Should have a plan in place for their child in the event that the vehicle fails to turn up or is late as parents or carers are responsible for ensuring that their child attends school.
- Should encourage their child to behave responsibly while waiting for the bus to arrive and at all times during the journey to and from school.
- Will be held responsible for any damage to the bus caused by their child and may be charged for it.
- Should be aware that unruly behaviour, smoking, using bad language, fighting or bullying will not be tolerated on the bus and drivers are instructed to report the individuals concerned. This could result in the withdrawal of transport for a specified period of time or, in the case of serious or persistent poor behaviour, permanently.

APPENDIX E: MOBILE PHONE PROCEDURES

Pupils must not use their mobile devices during lessons unless the teacher has given his/her permission for them to be used as part of the lesson – for example, researching via the Internet.

It is totally inappropriate for any pupil to use a mobile device to take still or moving images of his peers or members of staff in school, or on the way to and from school. The school will take a very serious view of any school-based or school-related material that is up-loaded to a website and which reflects badly on the school.

Teacher Intervention:

1. If a student is using their mobile phone in a lesson without prior permission the teacher in the first instance will issue a verbal warning and instruct the student to put the device away.
2. If the student continues to use the mobile phone on the same or another occasion during the lesson they will be instructed to place it on the teacher's desk until the end of the lesson.
3. If a student refuses to hand over the phone a negative referral will be completed as soon as possible so that the House Team can challenge the student further and take the appropriate action – The teacher will avoid, if possible, a confrontation taking place with the student that interrupts the learning of others.
4. If a student refuses to hand over the phone and continues to use the phone in the lesson the teacher should contact the main office for a 'Leadership Team Call Out' – the duty member of staff will intervene and take the appropriate action.
5. Mobile devices will be confiscated if pupils use them inappropriately or irresponsibly and may be retained for a period of time determined by the House Team.

House Intervention:

1. If a negative referral has been completed by a teacher the House Team will firstly interview the student and issue a **first warning** making him aware of the future consequences - make the necessary checks to the referral to ensure the appropriate action has been taken and authorise the referral.
2. For the second negative referral, the House Team will make the necessary checks to ensure the appropriate action has been taken and authorise the referral. As part of the referral the Parents/Carers will be made aware that the student must hand in their mobile phone to the office at the start of the day and pick it up at the end of the school day **for a period of one week**.
3. If a student refuses to hand over the phone and continues to use the phone in the lesson, the duty member of staff will take the appropriate immediate action and refer to the House Team. As part of the referral the Parents/Carers will be made aware that the student must hand in their mobile phone to the office at the start of the day and pick it up at the end of the school day **for a period of one week**.
4. For the Third negative referral, the House Team will make the necessary checks to ensure the appropriate action has been taken and authorise the referral. As part of the referral the Parents/Carers will be made aware that the student must hand in their mobile phone to the office at the start of the day and pick it up at the end of the school day **for a period of one term**.
5. Any further referrals will result in a **full ban on the use of a mobile phone device in school** – Heads of House or Assistant Heads of House will contact Parents/Carers directly to inform them - the option for the student to hand in their mobile phone to the office at the start of the day and pick it up at the end of the school day will be agreed with Parents/Carers if necessary, dependant on individual circumstances.