

# THOMAS HARDYE SCHOOL

## Behaviour Policy



**Adopted By: Local Governing Body**

**Signed: Mr A Moore, Chair of Directors**

**Date: 06/07/2022**

**Review Date: 05/07/2023**

# **Behaviour, Uniform & Appearance Policy**

## **Contents**

1. Ethos
2. Purpose and Values
3. Aims, Objectives and Responsibilities
4. Taking Account of Individual Student Needs
5. Expected Standards of Behaviour and the Student Code of Conduct
6. The Role of Rewards in Recognising and Promoting Good Behaviour
7. Unsatisfactory behaviour
8. Anti-Bullying Policy
9. The Use of Sanctions
10. Detention Policy and Procedure
11. Supporting Students Demonstrating Consistently Poor Behaviour
12. Behaviour and Pastoral Support Programmes
13. Effective Home/School Liaison
14. Uniform and Appearance
15. Drug Education and Management of Drug-Related Incidents
16. Smoking, Vaping and Alcohol

## Behaviour Policy

### 1. Ethos

The school's ethos is expressed through our Purpose and Values Statement, worded for students) which underpins all policies and practices within the school.

### 2. Purpose and Values

At the Thomas Hardy School, we believe that mutual **respect** is the foundation for good relationships and that we should act with care, concern and generosity towards each other.

We believe in the power of learning to transform lives for the better, and that each of you has talents and abilities which can be developed through excellent teaching and pastoral care. We aim to develop your **resilience** so you are able to face the challenges of adult life with confidence.

We welcome all our students, regardless of background, ability or circumstance. We want you to leave with excellent qualifications and with the ability to take **responsibility** for your lives as adults.

### 3. Aims, Objectives and Responsibilities

3.1 The Behaviour Policy aims to:

- Reflect the values expressed in the Purpose and Values Statement;
- Make clear and explicit the positive and constructive rules of conduct;
- Set out the framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour fall short of these standards;
- Ensure that equality of opportunity is available to all;
- Build a community based on tolerance, respect and personal responsibility

3.2 The Behaviour Policy's objectives are to:

- Ensure that the school is a safe and supportive environment for all staff and students;
- Ensure that all members of the school community are shown respect and show respect for others;
- Endeavour to make all members of the school community feel safe and are not subject to physical or verbal abuse, aggression or harassment both on, and outside of the school site, when incidents involve members of the school community
- Encourage a positive approach to behaviour through good example, praise and rewards for good behaviour;
- Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

3.3 The Student Code of Conduct makes clear the general principles of good behaviour which will ensure a happy and successful learning and social environment.

### 4 Taking Account of Individual Student Needs

4.1 Students may at some point require the adults in school to take account of their individual needs, protected characteristics, and/or circumstances when applying the Behaviour Policy. Staff receive training in, and are aware of, their obligations in relation to the Equality Act 2010. Students whose individual needs, protected characteristics and/or circumstances may need to be considered include but are not

limited to:

- Students with disabilities;
- LGBT students;
  - Students from ethnic minority backgrounds;
- Students in religious groups;
- Students who are travellers, asylum-seekers and/or refugees;
- Students who need support to learn English as an additional language (EAL);
- Students with Special Educational Needs (SEN);
- Students looked after by the local authority (LAC);
- Students formerly looked after by the local authority (PLAC);
- Students with medical conditions;
- Young carers;
- Students from families under stress;
- Pregnant schoolgirls and teenage mothers;
- Students who qualify for the Pupil Premium Grant;

## **5 Expected Standards of Behaviour and the Student Code of Conduct**

- 5.1 Expected standards of behaviour are stated in the Student Code of Conduct and are regularly reiterated formally, in assemblies and in Tutor Groups, and informally by all members of staff.
- 5.2 The Student Code of Conduct is printed in the Student Planner and states clearly the expected general behaviour at all times. (Appendix A)
- 5.3 In recognition of the fact that not only students but also staff have responsibilities in how they conduct themselves, a Staff Code of Conduct has also been drawn up and is part of staff induction.

## **6 The Role of Rewards in Recognising and Promoting Good Behaviour**

- 6.1 Students are rewarded for their hard work, their diligence and positive attitude towards school in a variety of ways.
- 6.2 *Merits*: These are awarded for:
- Positive contributions to school life, including lessons
  - Positive social behaviours
  - Excellent classwork
  - Excellent homework
  - Participation in wider school life
  - Outstanding progress
- 6.3 *Attendance awards*: Students achieving perfect attendance are rewarded at the end of every academic term and at the end of the academic year. Form classes are rewarded weekly if their attendance is the highest in the year group.
- 6.4 *Postcards, commendations and public prizes*: All subjects and yeargroups use praise postcards to let parents and carers know their child is doing well in a particular aspect of school life. Head of Year commendations are given in assembly, and there are a range of awards and prizes given available to students for academic, co-curricular and social achievements.
- 6.5 In addition to this formal rewards system, effort and achievement are also acknowledged in various other ways including but not limited to:
- ✓ verbal praise
  - ✓ comments in exercise books and student planners
  - ✓ phone calls home

- ✓ TV Screens and Notice Boards
- ✓ School Newsletter which is sent home
- ✓ displays of work

## **7 Unsatisfactory Behaviour**

- 7.1 Whilst actively encouraging and rewarding good behaviour, unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when a student does not adhere to the Student Code of Conduct.
- 7.2 In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the student to improve their behaviour in future. The recording of unsatisfactory behaviour is therefore considered important and helpful.
- 7.3 Recording Unsatisfactory Behaviour; if this procedure is to be effective:
- Every incident must be logged via SIMS, in the Behaviour Log;
  - The decision taken is to be noted, even if no disciplinary action is recommended;

Adherence to the above will ensure compliance with the objectives set out in DfE publications relating to behaviour and discipline in schools and school exclusions as it will ensure:

- that a pattern of behaviour be recognised;
- that the Pastoral Team will be aware when intervention is warranted, thus avoiding more serious consequences;
- abnormal behaviour patterns are observed, which may be an indication of underlying factors;
- appropriate action may be taken;
- in the event of exclusion, all supporting material is available.

Form tutors should check the entries in the SIMS Behaviour Log for their Tutees regularly. If an incident is considered serious or if a student is displaying inappropriate behaviour or having difficulties across the curriculum, Form Tutors should inform the Head of Year. This will trigger monitoring of the student and investigation into the possible cause of the behaviour/s. This will not always involve disciplinary action.

### **7.4 Investigating unsatisfactory behaviour**

In line with the Mission and Vision Statement it is essential that the school is kept calm and safe at all times. For this reason, students may be withdrawn from lessons while incidents of concern are investigated by staff. Students may also be spoken to by staff, and/or asked to write statements, about things they have seen or heard. This applies to all students regardless of whether they have been involved in the unsatisfactory behaviour themselves, and it is important that all students are honest and cooperative at these times, so staff can do their job of resolving issues that have occurred.

### **7.5 Unsatisfactory behaviour off-site**

The school code of conduct, and the school's right to issue rewards or sanctions, applies to students on their way to and from school, whilst in uniform or whilst under the supervision of a member of staff, e.g. on a school trip. The school also reserves the right to take action for behaviour on social media, if it is between two or more members of the school community.

## **8 Anti-bullying Policy**

- 8.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- 8.2 In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. School will ensure they make appropriate provision for a child's short-term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then school will consider whether the child will benefit from being assessed for SEN.
- 8.3 Our School believes that bullying behaviour is totally unacceptable by any member of the school community, as no person has the right to make another feel uncomfortable or unhappy. We believe that all members of our community are of equal worth and should be treated with equal respect. We believe that all have the right to a caring and safe environment in which to learn. In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies") the aims and objectives of this policy are to develop and maintain:
- a culture of respect where difference is valued
  - a system of support for students who have been bullied
  - a system of clear, fair and consistent responses to incidences of bullying.

### 8.4 Dealing with incidents

Minor Incidents – one off/minor incidents which do not result in physical harm:

- **DO NOT IGNORE**

- Raise awareness of effects of such behaviour with perpetrator
- Reprimand of use suitable sanctions
- Inform the Head of Year and log on SIMS Other incidents – of a more serious nature:

#### Staff

- If happening, separate students and remove victim from the scene. If the perpetrator is still there, send to an appropriate place (Year office, Guidance office or reception)
- Note any witnesses
- Report the incident to the appropriate Head of Year (If unavailable the Guidance Leader or Senior link). Follow up with a written report on SIMS. Make sure the log is accurate – eg bullying, racist, homophobic etc.

#### Head of Year (Supported by Guidance Leader as appropriate for situation)

- Follow up incident as quickly and calmly as possible;

- Get statements from all involved;
- If proven, the perpetrator must be dealt with and normal disciplinary procedures and sanctions used;
- Parents of both parties should be informed of what action has been taken and the details of the incident;
- Appropriate and full records of each case should be kept on SIMS and in the correct files for monitoring purposes;
- The situation should be monitored after it has been dealt with. This may mean follow-up meetings with students and/or relevant tutor/Head of Year;
- Counselling – students should be given the opportunity to discuss their difficulties. The Guidance Team or Tutor may be the best people to do this. Where a student is a persistent perpetrator or a victim of bullying, outside agencies could be involved.

## **8.5 Monitoring and Evaluation**

It is the responsibility of the staff to record incidents of bullying on SIMS. It is the responsibility of the Heads of Year to deal with the incidents and record actions taken. The Heads of Year and their teams will use the monitoring information and feedback to evaluate the success of the policy and its aims. The Year teams will provide a report on the behaviour and bullying incidents (including racist/homophobic) to the Governors annually.

- 8.6 Child Protection – Our School recognises under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering harm”. Where this is the case, our school staff will report their concern to the DSP for child protection who will refer to Children’s Services Social Care.

## **9 The Use of Sanctions**

- 9.1 Where a student’s attendance, behaviour or work is unsatisfactory, there should be a response appropriate to the offence.

### **9.2 Principles**

- Whole groups should not be sanctioned for the activities of individuals unless there are exceptional circumstances. Every effort should be made to identify individuals or ringleaders;
- Sanctions should never be used with the intention of humiliating or degrading a student;
- Sanctions should be proportional to the behaviour;
- Students should be clear about why they are being sanctioned.

### **9.3 Sanctions and Interventions**

A range of sanctions and interventions exist, and care is taken to apply the sanction and/or intervention most appropriate to the student concerned and the nature of the misdemeanour. These include but are not limited to:

- Verbal warnings;
- Verbal reprimands;
- Moving a student's position in class;
- Relocation to a senior member of staff;
- Withdrawing other privileges e.g. use of the school field at lunch-time, representing the school at an event;
- Detention (further details in section 10);
- Informing parents by letter, phone call or inviting to a meeting;
- Community based sanction e.g. picking up litter;
- Referral to the Head of Year or a member of the Senior Leadership Team;
- Being placed on Report (further details in section 14);
- Removing a student from a specific subject lesson for an agreed period of time;

- Behaviour Support Plans and Pastoral Support Plans (further details in section 12);
- Alternative Provision Centre (further details in section 17);
- Exclusion (see Exclusion Policy available upon request)

## **10 Detention Policy and Procedure**

- 10.1 Detention is one of the sanctions schools can use in cases of misbehaviour. Section 5 of the Education Act 1997 gives schools authority to detain students after the end of a school day on disciplinary grounds. The following section of the policy details the legal position for schools as laid down in the 2011 Education Act.
- 10.2 The Education Act 2011 removes the legal requirement to give parents 24 hours' notice before detaining students after school. The Act confirms schools' powers to use detentions by making it lawful for schools to put students aged under 18 in detention without parental consent at a variety of times outside school hours.
- 10.3 The sanction of detention can only be applied to students aged under 18. The times when detention without parental consent may be given are: during the school day i.e. break and lunch; after the school day (evenings); weekends; and certain nonteaching days (INSET Days). Students will always be given the opportunity to use the toilet should they need to and have lunch if the detention is set at lunch time.
- 10.4 Although legally the school does not have to give notice, where detentions after school are given, we will endeavour to notify parents/carers via the Student Planner or a telephone call home. For all other detentions it is the student's responsibility to ensure that their parent is informed.
- 10.5 Subject Teacher Detentions:
- Teachers will have their own arrangements for holding detentions for unsatisfactory work, behaviour, homework, or lateness to lessons;
  - These may take place at break, lunch or after school;
  - When detentions are set, the teacher setting the detention must log it on the SIMS and write it in the student planner. This ensures that the Form Tutor and Head of Year can monitor the behaviour.
- 10.6 Senior detention
- Is held every Monday, Wednesday and Friday evening until 16:30
  - Can only be authorised by, and is supervised by, members of the Leadership Team and/or Pastoral Team.
- 10.7 Students must complete the detention by attending punctually, completing all tasks or work with focus and not attempting to communicate with other students or disrupt the detention in any way. If the detention is not completed it will be rescheduled and, in the event of poor conduct in detention, extended.

## **11 Supporting Students Whose Behaviour Needs to Improve**

- 11.1 At the Thomas Hardy School, we believe the most effective way of managing behaviour is to praise and reward good behaviour (see rewards).
- 11.2 Where students are having difficulty meeting the expected standards of behaviour at school, various strategies may be employed to help them to improve.
- 11.3 The use of a Report, although a sanction, serves the dual purpose of enabling staff to provide instant and usually positive feedback to a student at the end of every lesson. This is particularly effective because it is taken home for a parent/carer to review and sign every evening. Some students enjoy being 'on report' and ask to be put on report when they feel their behaviour is slipping. The school uses the following daily Reports:
- Form Tutor
  - Head of Department
  - Head of Year
  - Specialised Head of Year
  - Senior Pastoral Report
  - Headteacher's report

- 11.4 One-to-one sessions with specialist teachers or learning mentors are also used to help students to develop strategies to improve their behaviour.
- 11.5 Although very rare, where appropriate and usually only for students who have an Education Health and Care Plan (EHCP), and when agreed in advance in a parental meeting, 'time out' will be allowed for students to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed location and/or member of staff.
- 11.6 For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of fixed period exclusion a Behaviour Support Plan (BSP) will be put into place. More detail is provided in section below.
- 11.7 For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of school altogether due to disaffection, a Pastoral Support Plan (PSP) will be put into place. More detail is provided in section below.

## **12 The Pastoral Support Programme (BSPs and PSPs)**

- 12.1 The Pastoral Support Programme will identify precise and realistic behavioural outcomes for the student to achieve.
- 12.2 It will be agreed with parents/carers as a result of a meeting with them. External agencies may be invited.
- 12.3 This meeting will consider the causes for concern and suggest steps to improve the situation. Agencies such as Education Welfare, the Educational Psychological Service, Social Services, Police, Counselling, and other voluntary organisations, will be involved as appropriate.
- 12.4 In drawing up the plan the school will, in discussion with others:
  - consider what additional specialist support may be appropriate;
  - review any learning difficulties and put in place a remedial programme where necessary;
  - consider changes of sets or class;
- 12.5 The Plan will have clear targets, a time limit, be monitored regularly and should be formally reviewed every four to six weeks;
- 12.6 The success criteria will be recorded and rewards for meeting targets and sanctions for non compliance (where applicable) should be made clear at the outset.
- 12.7 At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:
  - be reduced or removed;
  - may be continued for a further period with or without amendments;
  - (if a BSP) escalated to a PSP;
  - or where there has been no improvement and the student is on a PSP the headteacher may decide to permanently exclude.

## **13 Effective Home-School Communication**

We firmly believe that it is always in students' best interests to involve parents/carers in decisions and when there are concerns. We welcome the involvement of parents and carers in all aspects of students' progress and recognise that working alongside parents and carers is instrumental in enabling a child to fulfil their potential. There is an insistence and an expectation that both staff and parents and carers interact in a professional and polite manner.

## **14 Uniform and Appearance**

- 14.1 The Thomas Hardy School's Main School Uniform and Appearance Policy has full regard for the Department for Education's Guidance on School Uniform (September 2013) in which the DfE strongly encourage schools to have a uniform as it can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. There are four objectives behind the school's Uniform and Appearance Policy:
  1. Equality

2. Unity
3. Wellbeing
4. Self-Discipline and Respect

#### **14.2 Equality**

Having a Uniform and Appearance Policy removes the potential for a socio-economic and cultural divide and divisions. The policy thereby fosters an egalitarian culture in the school. It places students from a range of backgrounds on a level footing amongst peers from their first day on roll.

#### **14.3 Unity**

Having a Uniform and Appearance Policy improves cohesion and creates a sense of belonging to a school community. It reduces superficial distractions thereby creating a sense of unity and purpose in the classroom, in social time and when travelling to and from school. We want students feel proud to be students of the school, and want them to represent themselves and the school in the best possible way.

#### **14.4 Wellbeing**

Having a Uniform and Appearance Policy reduces the opportunities for cliques or negative group identities to form and/or be brought into school. Students' self-confidence is increased when they do not feel pressured to wear certain types of clothes and the opportunities for bullying are significantly reduced. Students are valued for their character and achievements rather than appearance.

#### **14.5 Self-Discipline and Respect**

Having a Uniform and Appearance Policy means that students engage with their education before they even arrive at the gates. It requires self-discipline and organisation to consistently adhere to any policy, daily, and the self-discipline becomes habitual and is gradually transferred to other aspects of education, including behaviour and study skills.

- 14.6 If students attend school in incorrect uniform, they will be asked to correct it in school if possible.
- 14.7 If students cannot correct their uniform (eg wearing trainers or white socks), they will spend their break period and first half of lunch with their head of year.
- 14.8 Sanctions will be issued to students who repeatedly fail to wear their uniform correctly.

### **15 Drug Education and Management of Drug-Related Incidents**

Note: This section refers to illegal drugs and solvents. The School policy on smoking and alcohol is set out in the section that follows.

- 15.1 Key Contacts Drug-related School incidents – Heads of Year who are also Designated Safeguarding Leads

#### **15.2 Aims**

- In accordance with our mission statement, which recognises the value of each and every student, the school's commitment is to ensure that all are given the fullest encouragement and support to achieve their potential. The Thomas Hardye School aims to provide support, both educationally and pastorally to enable its students to make informed choices and to receive positive help should drug related problems arise. This policy on drug education and the handling of drug related incidents follows the same principles as all other school policies, acknowledging that young people are vulnerable and meeting their needs must be our main concern and responsibility;
- This policy will be made clear to our students through the PSHCERSE programme, Form Time and assemblies.

### **15.3 Objectives**

- To provide a high-quality drug education programme, delivered primarily through PSHCERSE but also through the wider curriculum, which will provide knowledge and understanding about the dangers of drug misuse and therefore enable students to make informed decisions;
- To provide opportunities for students to develop the attitudes and skills needed to avoid drug misuse;
- To enable and encourage students who are misusing drugs to seek help;
- To make clear the school's attitude and response to drug education and to students who have drug-related problems, in order to facilitate a clear and consistent approach to dealing with drug-related incidents and drug education;

### **15.4 Drug-related Incidents and Situations**

The school's response to any suspicion or evidence of drug abuse is a carefully controlled and planned one in keeping with the DfE guidelines. Any incident of suspicion or evidence of drug abuse should be reported following the safeguarding protocols at the school

### **15.5 Referral of concerns**

- The Designated Safeguarding Leads have responsibility for co-ordinating responses and referrals. Disclosure by the student is not a prerequisite for action;
- All information gathered, reasons for action or inaction are kept separately in the student's Child Protection File.

### **15.6 Response to concerns**

- All incidents will be responded to individually, considering all aspects of the situation. These include the age, background, physical and mental health of the young person, those involved, the drug involved, the risks, whether School rules were broken, and whether the activity was illegal. Having considered these aspects, decisions will then be made regarding whether to involve the parents, the police, social care, Child and Adolescent Mental Health Services, and whether the matter will be dealt with confidentially or not;
- The school will not break confidentiality without the student's permission unless there are issues of safeguarding, including illegality;
- Possession or supply of drugs on school property is a clear example of illegal activity;
- The Headteacher will make the final decision of how to respond to drug-related incidents. The decision to permanently exclude any student who is in possession or is implicated in the concealment of illegal substances on the school site, whilst wearing school uniform or on school business is most likely, though the headteacher maintains the right to make the final decision.

### **15.7 Teacher Guidelines for Responding to Drug Use by Student**

#### **Confidentiality**

While students should always be encouraged to tell their parents if they have a drug-related problem, staff must be clear that all young people have the legal right to confidentiality regarding access to advice and information services. Parents should not be informed when a student requests help round drug use unless the student has consented or if failing to inform a parent may place a student at greater risk of harm. Teachers must not themselves give advice, only information. Students requesting advice should be directed to a Designated Safeguarding Lead, normally the Head of Year.

**Health and Safety** The school will be watchful when taking students on trips, when the opportunity for drug use may present itself. This includes smoking, vaping and the drinking of alcohol. The rules regarding this and the sanctions for breaking these rules should be made clear at the beginning of all such trips.

### **Medical Emergency**

Acute intoxication, physical collapse or unconsciousness can result from drug or solvent abuse. In a drug-related emergency staff should contact the school Attendance Welfare Officer, or another trained first-aider, so that medical help can be given, and emergency services called if appropriate. The Head of Year and Designated Senior Person for Safeguarding should also be informed immediately.

### **Discovery of Drugs on School Premises**

Any drugs found on school premises, when the owner cannot be identified, should be passed to a Senior Designated Safeguarding Lead immediately who will contact the Safer Schools Police Officer. This section of the police has an established working relationship with the Thomas Hardy School, and already plays a part in the PSHCERSE programme providing input on a variety of issues to the students in a classroom situation.

Where students are believed to be in possession of illegal drugs on site, or under the influence of illegal drugs whilst on site, the Head of Year and Senior Designated Person should be notified immediately.

### **The Supply of Drugs**

In cases where staff become aware that drugs are being supplied to students either on or off school premises, whether being sold or shared, whether by adults or other young people, the school's safeguarding protocols must be followed. The Safer Schools Police Officer will be contacted. All students involved, whether supplying or receiving drugs will be referred to external agencies, as appropriate. Sanctions will be decided by the Headteacher having followed the previous mentioned considerations when dealing with a drug-related incident. It is highly likely that any student found to be responsible for supplying drugs to other students either on site or off site will be permanently excluded from the School.

## **16 Smoking, Vaping and Alcohol**

- 16.1 Students are not permitted to smoke, vape or consume alcohol on the premises, whilst wearing school uniform, on the way to or from school or whilst on school business e.g. a trip
- 16.2 Students found smoking/vaping or drinking alcohol or believed to be smoking/vaping or drinking alcohol because of the situation in which they are found, will be given an appropriate sanction. All incidents will be responded to individually, considering all aspects of the situation. The most likely sanction for smoking, vaping, or drinking alcohol on-site is a suspension from school and meeting with parents/carers

**Amendments**

07/2022: New Policy

