



HARRODIAN

Behaviour Policy

Introduction

Harrodian ethos is to provide a safe and secure environment for all members of the School community.

Harrodian believes that all its pupils/students have a right to learn and thrive in a safe, respectful, warm and happy environment. Every pupil/student has the right to enjoy learning, free from intimidation or disruption both inside and outside of the classroom.

High standards of behaviour, respect for others and the school environment is expected at all times. All pupils/students are expected to be polite to each other, members of staff and visitors to the School.

The six pillars of Harrodian that run through the whole school are:

- Ambition
- Compassion
- Curiosity
- Inclusion
- Independence
- Resilience

The Harrodian Pillars represent desirable actions and behaviours that the School would like to see in its community. These pillars reinforce the attitudes to learning and emotional wellbeing.

Harrodian Behavioural Principles

All our members should conduct themselves according to the following principles:

- Behave with good manners at all times.
- Show tolerance, respect and consideration.
- Be helpful, cooperative and supportive.
- Take care of property – your own and that of others.
- Work hard and aim for excellence.
- Understand the importance of punctuality and attendance at all times.

- Be a positive role model for younger pupils

Harrodian does not tolerate any form of intimidation or disruption to the fostering of a positive environment. Therefore, the School will not tolerate:

- Violent and threatening behaviour, including extortion, blackmail.
- Behaviour or language that is racist, homophobic, sexist, non-inclusive or otherwise discriminatory,
- Inappropriate IT use – including online bullying, accessing or sharing of inappropriate content or images, any behaviour endangering pupil/student or staff wellbeing or impacting upon the reputation of the School.
- Bullying – physical, verbal or online – or coercive behaviour.
- Misconduct of a sexual nature.
- Theft or taking others' property without consent.
- Damage to property, including graffiti.
- Use or carrying of drugs and illegal substances or associated activity.
- Use or carrying of weapons, including knives of any kind.
- Use or carrying of tobacco, tobacco products, e-cigarettes or e-cigarette products. Smoking and vaping are prohibited onsite.
- Use or carrying of alcohol (outside of our Alcohol Policy).
- Use or possession of pornography.
- Anti-social behaviour, including but not limited to, rudeness, swearing, barging and running indoors.

Equality Act 2010

The School has due regard to the Equality Act 2010, which requires all schools to make reasonable adjustments for disabled pupils/students, ensuring they can access education on an equal footing with their non-disabled peers. We recognise that its definition of disability can include a number of neurodevelopmental conditions such as ADHD, dyslexia or ASD.

Regarding the School's teaching and behaviour management, we act to ensure that all staff are aware of their pupils'/student' SEN needs and adapt their provision accordingly. Teachers and parents need to work together to ensure a plan is in place with strategies that are consistent to reinforce desirable behaviour and to support children to access their learning. All Harrodian pupils/students remain subject to the school's behaviour policy throughout their time in the school.

Whole School Rewards

Harrodian believes in the fundamental importance of acknowledging and praising effort, attainment, and responsibility. We believe it to be equally important to recognise good behaviour, positive values, and kindness. Recognition is often best achieved through informal conversations and notes of congratulation, as well as on occasions such as assemblies. Harrodian seeks to celebrate achievement and to praise individuals and groups. In these moments of celebration, parents are also made aware of their child's achievements, commitments and acts of kindness through access to Achievements on Edulink and emails home from the Head of Senior School.

Linking and maintaining continuity with Pre-Prep, Prep and Senior Schools actively promotes and rewards positive behaviour and learning attitudes within the School. Pupils/students are encouraged to be self-motivated, make positive contributions to school life, develop a sense of responsibility and be model Harrodians.

To facilitate this:-

- Timetabled PSHE/Citizenship sessions develop and extend the themes introduced in Pre-Prep. New topics are introduced and discussions are expanded and delivered at an age appropriate level, so that pupils/students can learn to cope with their development into adolescence and young adulthood.
- Harrodian News recognises individual or group achievements within the wider School community.
- The Student Council encourages pupils/students to take on responsibilities within the School whilst demonstrating democracy in action.
- The Prefect and Mentoring system encourages positive role models and motivates pupils/students to take on responsibilities.
- Sports Colours are awarded in assembly at the end of each term to celebrate a pupil's contributions to Sport. Colours are divided by section (Prep, Senior and Sixth Form), and can only be awarded once during a pupil's/student's time in the section.
- Art, Drama, Music and House Colours (Prep School only) are awarded in an assembly at the end of each term to recognise a pupil's contributions. Colours can only be awarded once during a pupil's time in the section.
- Good work and behaviour in classrooms and around the School are rewarded with praise (verbal and written), encouragement and, in the Prep School the awarding of House Points, which are recorded in the Pupil Planner. In the Senior School, Achievements are logged on SIMS (see below).
- Pupils/students will receive reports at designated times throughout the year which may include Attitudes to Learning, Attainment and Subject Specific Targets for all subjects. Pupils who have made significant progress will receive a letter from their Head of Year.
- Assemblies endorse and promote positive behaviour and recognise individual or group success. Specific themes help to stimulate ideas and thinking.
- Academic assemblies and annual prize-giving ceremonies recognise excellence by awarding subject prizes (academic and effort). During these ceremonies, scholarships, exhibitions, and prizes for Citizenship are also awarded.

It should be noted that on a site hosting pupils/students from the age of 4-18, older pupils/students are expected to behave with additional responsibility. This is because of their inherent status as role models and the expectation that they will have developed

greater maturity, acknowledging their larger size and the need to keep younger, smaller pupils safe.

This applies in particular to those given additional responsibility (and privileges, such as the use of the café during school lunchtime and break time) such as Prefects and members of the School Council. Such positions and privileges can be withdrawn if these pupils/students are not seen to be upholding the required standards of conduct or acting as appropriate role models.

HARRODIAN PRE-PREP BEHAVIOUR POLICY

The central purpose of the Pre-Prep Department at Harrodian is:

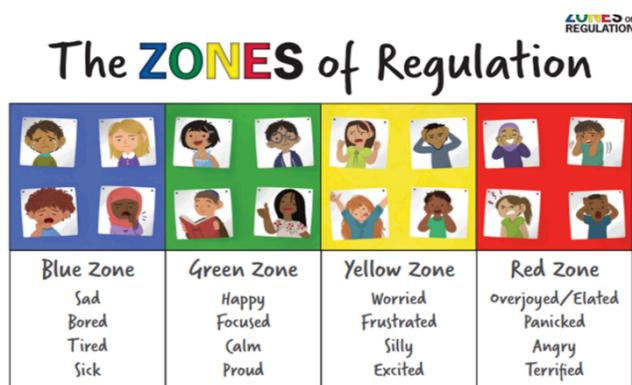
- to foster the individual's sense of worth and respect of others, by acquiring a wide range of knowledge and emotional, social and physical experiences.
- to nurture and motivate, through a broad and balanced curriculum and a wide range of skills and competences.
- to aspire to high levels of achievement, attitude and behaviour for all abilities.

From these principles our Behaviour Policy has been created which sets out guidelines and expectations for both staff, pupils and parents.

All Pre-Prep staff are responsible for understanding and supporting each individual child's emotions and behaviour. The School acknowledges that building relationships and connecting with children is the best way to support their behaviour.

Understanding Emotions and Zones of Regulation

Pre-Prep uses The Zones of Regulation (see below) which encourages children to identify their own emotions and, over time, teaches them strategies to self-regulate. This allows staff to check in with children who are experiencing emotional dysregulation.



The strategies associated with the Zones of Regulation are delivered through regular whole-class PSHE lessons, as well as more personal interventions - in response to individual need. It is our hope that children will begin to:

- understand their emotions and recognise that no emotion is bad
- rationalise their worries and/or concerns, learn to co-regulate
- become better able to manage and communicate their own emotions independently.

The Zones of Regulation reinforce the idea that all zones are considered acceptable and normal but it is harder to regulate behaviour in particular zones. It is our hope that, over time, children will become more aware and confident in identifying their emotions and have a bank of strategies to manage dysregulation.

All staff in the Pre-Prep will regularly discuss the difference between an emotion and a behavioural choice.

Encouraging Positive Behaviour

Consistency is the key to the effectiveness of our approach and it is therefore the responsibility of all staff to:

- Meet and greet children at the door each morning and afternoon, and expect a response
- Refer to and use the language of the Golden Rules regularly
- Model positive behaviours and build positive relationships
- Plan lessons that engage, challenge and meet the needs of all learners and offer adaptations and support where relevant
- Be calm and take time when discussing poor choices
- Follow up every time behaviour fails to meet standards: record behaviour; communicate with the class teacher and assistant; retain ownership of the situation; and engage in reflective, restorative dialogue with children if necessary
- Never ignore or walk past children who are making a poor choice with regard to their behaviour
- Build relationships with the children and develop the attitude of unconditional positive regard
- Ensure that the classroom is an attractive and tidy environment that celebrates all children's achievements

Pupils in the classroom have the following responsibilities:

- To stop talking when asked
- To listen actively and follow the adult's instructions
- To be respectful, polite and use kind words towards all adults and children
- To work hard on tasks
- To sit quietly during whole class teaching and pay attention to the lesson
- To be encouraging and kind to classmates
- To treat property and equipment with respect
- To help maintain a clean and tidy environment
- To show good manners to everyone
- To ask permission to leave the classroom

Pupils in the playground have the following responsibilities:

- To play with kindness and consideration towards others
- To use kind words
- To include all children in games and play
- To not engage in rough or physical play
- To listen and follow adult instructions
- To ask permission to go to the toilet
- To treat property and equipment with respect
- To know not to bully or single out one person
- To try and be a good loser and winner

- To be fair by sharing and taking turns
- Understand where the boundaries are and where they must not go

Pre-Prep Golden Rules

We expect and encourage the children to:

- Be kind, polite and helpful (Compassion and Inclusivity)
- Listen (Ambition, Curiosity and Independence)
- Follow Instructions (Independence)
- Be honest (Compassion and Independence)
- Work hard (Ambition, Independence and Resilience)
- Look after our school (Compassion)

The Golden Rules are linked to Harrodian Pillars.

Golden Rules for school and home are discussed with the children at the beginning of the year and are revisited regularly. These rules are shared with adults at home to help with school / home collaboration and consistency of expectations. The language and concepts of the Golden Rules are reflected in staff's everyday interactions with the children. Circle Time and assemblies are used to reinforce the Pre-Prep's Golden Rules. Each class signs a Behaviour Charter at the beginning of each term to indicate their understanding of and agreement to follow the Golden Rules. That charter should be displayed in the classroom alongside the Golden Rules.

The Pre-Prep Approach to Behaviour for Learning

Harrodian has a positive approach to good behaviour, giving praise to pupils who are well behaved, polite and hard working.

Celebrating Positive Behaviour

Rewards for Positive Behaviour

The following rewards are used throughout the Pre-Prep to reinforce positive behaviour choices by pupils. Rewards are designed to celebrate the individual and as well as the group (House, class etc).

- House points
- Stickers
- Verbal praise
- Be sent to another adult for praise
- Communicate to parents/home
- Class Marble/Star Jar
- Golden Time
- Class Award for positive behaviour from class teacher /assistant (Mr Smiley certificate)
- Golden Book certificate
- Be trusted with extra responsibilities
- First choice of playground equipment (playtime positive behaviour)
- Head of Pre-Prep Mr Smiley Sticker

- Pillar Champion

Consequences and Recording for In-Class Behaviours in Reception to PP3

We understand that there needs to be a consequence for behaviour which falls short of our expectations. However, the consequence needs to be a logical response which is constructive and restorative.

Stage 1: Verbal Narration and Re-direction

The narration of behaviour is key to educating children about what is expected of them. In most cases, the adult will initially warn the child that their behaviour is not appropriate with a non-verbal/verbal reminder. This should help the child become more aware of their actions and change their behaviour in the moment. This may include:

- use of eye contact, gestures or other non-verbal communication to redirect a child or refresh their engagement
- pause within instruction to redirect attention
- use of a child's name to refocus them
- circulating around the room and using proximity to redirect attention
- recap of instructions including modelling of desired behaviour, e.g. what good listening looks like
- countdown - 'you have four more minutes'
- whole class recap of learning objectives
- a discreet 'drive by' a child to have a quick refresh, refocus or reminder about behaviour expectations
- telling children what you expect to see - 'Sitting down and eyes on me!'

Where appropriate adults will encourage children to apologise if another child is involved in a poor behaviour choice.

Stage 2 and 3: In-Class Yellow and Red Behaviours and Recording

The School has implemented a behaviour management system using yellow and red cards (the recognised sporting analogy) to clearly communicate inappropriate behaviour choices. Yellow and red cards are used to respond to behaviour choices not emotional states.

Yellow cards will be issued as a warning when a pupil:

- continues poor behaviour after reminders of positive behaviour expectations,
- makes a choice that disrupts learning,
- refuses to follow reasonable instructions or use agreed strategies.

When a child receives a **yellow** in-class behaviour warning but for the remainder of the day their in-class behaviour is positive before dismissal, the child should be praised for their efforts to improve their behaviour.

Red cards will be issued when behaviour:

- is unsafe,
- persists to be poor after a yellow card,

- significantly disrupts learning
- may impact the safety of themselves or others.

The issuing of a **red** behaviour will result in loss of Golden Time (a specified length of time) for that child. Golden Time can only be lost for behaviour that occurs in the classroom, in assemblies and when travelling around the school.

All **yellow** and **red** behaviour cards will be logged. The purpose of the electronic log is not punitive but to keep a record in order to analyse patterns and support children who are finding regulating behaviour in a classroom environment difficult. Class teachers will keep parents aware of **red** behaviours (either at the door or via email).

Early Years

Children in the Early Years are learning to operate in a classroom environment, therefore more time needs to be dedicated to the dialogue centred around their behaviour. The frequency of praise for **positive** behaviour should be significantly higher than older year groups to reinforce positive classroom behaviour. For children where Harrodian is their first formal school setting, narration and re-direction may need to be used at a higher frequency before issuing a child's **yellow** in-class behaviour warning.

Staff in the Early Years are expected to use their discretion and professional judgements when issuing **yellow** in-class behaviour warnings and recording **red** behaviours. In the Early Years, **yellow** in-class warnings should be communicated to parents if the teacher feels it appropriate.

Reception Class has Golden Time every day (or every other day when not possible). Children who consistently exhibit **positive** behaviour throughout the day, will choose their Golden Time toy first. Children who receive a recorded **red** behaviour that day will miss a limited amount of Golden Time. The adult should use this time to engage the child in a reflective dialogue about their previous behaviour and discuss opportunities and strategies to make better choices tomorrow.

Consequences and Recording for Playtime Behaviours

The same system of **yellow** and **red** cards is used at morning break times and lunch break times to highlight and record poor behaviour choices. Initially, staff will give children a verbal warning for not showing positive behaviour:

A red card issued during playtime should result in the pupil missing 5 minutes of their playtime by staying with a staff member and a restorative conversation taking place.

If a child is physically aggressive towards another child they will receive an instant **red** card

The Head of Pre-Prep will monitor the behaviour and frequency of playtime behaviour and will correlate the data. Where necessary, additional strategies may need to be put in place to support children regulating their behaviour during less structured times.

Pre-Prep Behaviour Expectations When Moving Around the School, in the Dining Room/Orangerie and on Educational Visits/Trips

All children in Pre-Prep are expected to:

- Line up quietly one behind the other
- Not push or shove in line
- Look where they are going
- Not touch or swing on anything on the way
- Keep their hands and feet to themselves
- Keep up with everyone else
- Walk sensibly and quietly
- Pick up any rubbish they have generated
- Be respectful of the lessons taking place across the school
- Knock on a door quietly before entering
- Take care when going up and down stairs
- Hold the door open where appropriate
- Show good manners to anyone who holds the door or gives way to them
- Not run to or from the toilets
- Not misbehave in the toilets
- not return to their classrooms or the Pre-Prep Courtyard without asking an adult (PP3s not allowed back to Cloisters unaccompanied)

In addition, when on **school trips** we expect pupils to:

- Stay and listen to their designated adult
- Be mindful and respectful of the public
- Always have their seatbelt on and sit quietly when on transport

Orangerie and Dining Room

Pupils having lunch in the Orangerie/Dining Room should:

- Wash their hands before eating
- Line up quietly in the courtyard (Orangerie) or outside the Dining Room (PP3)
- Walk quietly through the Resources Room and into the Orangerie
- Walk quietly into the Dining Room (PP3)
- Say 'please' and 'thank you' to all staff
- Show good table manners (eating with mouth closed)
- Use cutlery appropriately
- Use an inside voice
- Wait patiently for adults serving hot food
- When self-serving, take an appropriate amount and wait for others ahead of them in the salad queue to finish serving themselves.

Children who do not follow the above expectations will be initially given a verbal warning to reiterate our expectations. If a child consistently fails to travel safely around the school or act appropriately in the Orangerie/Dining Room, it should be recorded as a **yellow warning** behaviour.

Harrodian Pre-Prep uses a restorative approach following an incident to engage with the child once they are calm. The conversation is collaborative to promote reflective thinking in our

children. The goal is for the children to reach their own understanding about their behaviour and how it affected the other party. If a child receives a **red** card for physically hurting another child, the restorative conversation will take place once the child is calm.

Additional Consequences, Monitoring and Recording

There are occasions when Harrodian may need to take additional action to ensure children are supported in improving their behaviour and making better choices. In this instance one of the following approaches may be used:

- **Wellbeing Incident** - If the behaviour/incident is deemed, in the professional judgement of the teacher, to have an impact on the wellbeing of another child, then the teacher should log it with the Head of Pre-Prep directly as well as electronically. The teacher will talk to both children involved at separate times to ascertain what happened. If necessary they may also talk to other children who witnessed the incident. The actions, including what the child has said should be summarised and in some cases, parents may be informed.
- **Team Around the Child (TAC) Meetings** - a teacher may call a TAC meeting to discuss any children who may be of particular concern so that all staff are aware of their needs and any difficulties they may have. This is an opportunity for previous teachers/assistants and additional adults who have worked with that child before to share successful strategies or their experience with the current situation. These meetings should be logged electronically.
 - **ABCC Monitoring document** - an ABCC (antecedent, behaviour, consequence, communication) monitoring document is used for a specified period of time and can determine if there is a pattern to the negative behaviour. Having investigated the results of the ABCC chart, if necessary, a plan of action can be developed with the Head of Pre-Prep, SENDCO and discussing if it is necessary to complete an Evidence of Need form with Learning Enrichment to support the child, teaching team and class in general. Teachers to request this monitoring document from the Head of Pre-Prep when required. It is to be completed and saved online (one document for each child as necessary).
 - **MyConcern** - If the behaviour reaches the threshold of harm and is deemed to be a safeguarding concern, then it should be recorded with the Pre-Prep Safeguarding Lead on MyConcern. The Safeguarding Team, relevant members of SLT and Learning Enrichment will follow the steps outlined in the Safeguarding and Child Protection Policy.

Pupils with Special Educational Needs (SEND) or Other Diagnoses

Where children have SEND or other diagnoses, there may be situations or circumstances where the consequences, rewards and sanctions may need to be reasonably adjusted to suit the child's needs. This will be done in consultation with the SENDCO and Pre-Prep Safeguarding Lead who may also seek advice from external agencies.

Working with Parents

The Head of Pre-Prep will communicate to all Pre-Prep parents the need to support the Behaviour Policy to create a safe learning environment where all children can learn, thrive and begin to develop the resilience to reflect on their behaviour. Children operating in a busy school environment may exhibit behaviours that families have not seen in their day-to-day homelife. In order for children to become resilient, reflective and responsible learners they must be able to admit and reflect on poor behaviour choices, rather than deny responsibility

to avoid consequences. Harrodian prides itself on being a safe space where children can make mistakes, reflect and grow as learners

Prep and Senior School Rewards

Harrodian’s Behaviour Principles and Expectations are available to pupils/students in the 8s (Yr 4) and up as part of their Prep/Senior/Sixth Form School Planner and a copy is sent to all parents at the start of each academic year. It can also be found on the Parent Portal (EduLink). Parents sign an agreement on the behalf of pupils/students via EduLink at the start of each academic year (or on their entry into the School) which states that pupils/students have read and understood the School’s Behaviour Principles and Expectations and are expected to abide by its rules and guidelines at all times.

Also included within the School’s Behaviour Principles and Expectations are:

Code of Conduct for Safety in Laboratories

Code of Conduct for Sports Fixtures

Code of Conduct for Pupils on Educational Visits.

Code of Conduct for-Acceptable Use of iPads

Code of Conduct for Online Safety.

Code of Conduct for Use of Mobile Phones and Smartwatches

Rewards Specific to the Prep School

House Points are awarded to pupils for:

- Work which reflects high achievement.
- Work which shows particular care and thought.
- Work which shows marked improvement in attainment or effort.
- Lateral or independent thinking.
- Positive behaviour over a long period of time, helping others or showing initiative.
- Consistently demonstrating Harrodian Pillars
- Making a difference by helping others in some way.

A cumulative tally of House Points is kept during each academic year and certificates (see below) are presented in House, Year or Whole Prep assemblies as each new target is reached.

Certificate	No. House Points	Delivered in:
Bronze	25	Year
Silver	50	Year
Gold	100	House
Sapphire	150	House
Diamond	200	Prep Assembly
Platinum	250	Prep Assembly

Star of the Week is nominated by Prep Heads of Year on a weekly basis. The nominations will be based around the Harrodian Pillars.

Rewards Specific to the Senior School

Achievement Points are awarded and recorded on SIMs/Edulink for one of the following criteria

- Exhibiting one of the school's pillars:
 - Ambition
 - Compassion
 - Curiosity
 - Inclusivity
 - Independence
 - Resilience
- Notable examples of the following:
 - Lesson contribution
 - Excellent effort
 - Outstanding work
 - Creativity
 - Sporting contribution
 - Public performance
 - Helpfulness to staff
- An email will be sent home by either the Form Teacher, Head of Year, Head of Senior School or Head of Seniors, depending on the number of Achievements Points received. This will commend the pupil and their contribution to school life.

Senior Stars are nominated by Heads of Year on a fortnightly basis for exceptional achievement or contribution in areas of school life outside the academic sphere. Examples where the Senior Star award could be given include:

- Extra-curricular activities: consistent punctuality and helpfulness in the organisation of activities; motivating/encouraging others; being considerate and helpful to staff; showing organisation or leadership.
- Citizenship: helpfulness; consideration; positive leading by example.

- Leadership: carrying out a school office or extra-curricular responsibility with exceptional care, commitment and skill (e.g. School Council, Team Captain, School Ambassador, etc.).
- Care of others: demonstration of exceptional support of others in need, or showing considerable sensitivity and care in a difficult situation.

A letter announcing this award is sent home and the names of winners are announced to all staff in a Weekly Morning Meeting and to pupils by the Head of Year in year assembly. The name of the Senior Star will be displayed outside the Senior Office.

The **Harrodian Shield** is awarded on a termly basis to a Senior School pupil for their outstanding contribution to the life of the School.

A **Head of Year Award** for attitude, conduct and contribution across the School year is given to a pupil in the 13s and 14s at the end of the Summer Term in Academic Assembly.

Prep and Senior School Behaviour Management Procedures and Sanctions

A range of sanctions and an escalation system is employed to cater for the differing age groups within the Prep (8s (Yr 4) – 12s (Yr 8)) and Senior School (13s (Yr 9) – 15s (Yr 11)) and the range of offences. Where misbehaviour occurs outside of class, all Harrodian staff have a responsibility to deal with incidents that are brought to them or witnessed by them.

The following formal sanctions may be used in the Prep and Senior Schools as a punishment. If teachers are unclear about which sanctions are appropriate, they should discuss the matter with the Head of Year to ensure a consistent approach to behaviour management is applied.

The Three Step Approach

Calling out, the disruption of others and talking inappropriately will be dealt with using a consistent stepped approach, familiar to all pupils and outlined in their School Planner.

1. Pupils will receive a clear verbal warning informing them that if the behaviour continues, further action will be taken.
2. If the behaviour continues, they will receive a Time Out, meaning they are asked to step outside of the classroom for a few minutes to consider the impact of their conduct and the necessity of amending it. Time Outs are logged by the subject teacher on SIMS/Edulink. An email will automatically be sent to the pupil's Form Tutor, notifying them of this development.
3. Following a Time Out, a pupil will be briefly spoken to by their teacher, making clear why this step occurred, and he/she will be allowed back into class. Any similar misbehaviour from this point will result in an After-School Friday Detention at the end of the week, for private study (Prep) or in which the pupil will write a reflective essay considering their conduct (Senior). This detention is supervised by a member of Senior Leadership.

If poor behaviour continues following a Time Out and the award of a detention, teachers should send the pupil to the Prep or Senior Office, from where they will be supervised by relevant Heads of Sections, Assistant to Heads of Prep (Upper) and Senior School or the Head of Year.

At any point, the School reserves the right to move straight to an escalated sanction (missing out the verbal warning and Time Out) if misbehaviour is of a serious nature, including (but not limited to) significantly disrespectful behaviour towards a teacher, or dangerous or abusive behaviour in class. In such cases, a pupil might be referred straight to their Head of Year, to receive an After-School Friday detention or, in serious cases, a Saturday morning detention.

Detentions

The School will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

Detentions can be held before school, during lunchtimes, after-school (Monday to Friday) and Saturday morning.

Parental consent will not be required for detentions and, therefore, the School will be able to issue detentions as a sanction without first notifying the parent of the pupil, including for same-day lunchtime detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances and that they consider any additional needs of the pupils. Lunchtime detentions will run for 30 minutes, as will before school detentions. After-school detentions will be for up to 1 hour (50 minutes in Prep) and Saturday morning detentions may run for up to 3 hours.

Reasons for which detentions may be given are (this list is not exhaustive):

- Low level disruption in class
- Misbehaviour at break/lunch
- Lateness to class and/or registration
- Failure to meet a work deadline
- Dress code violation
- Chewing gum
- Unsatisfactory effort/quality of work and/or homework
- Failure to honour a school commitment including sports fixtures/training
- Following a Time Out
- Plagiarism/cheating
- Disrespecting property/vandalism
- Unauthorised mobile phone use
- Unauthorised use of the café
- As part of the Monitoring Report process
- Non compliance with Pupil iPad Acceptable Use Agreement (11s – 13s)

After-School Friday and Saturday detentions are supervised by a member of the Senior Leadership Team. These detentions are for those who have committed serious behaviour offences or breaches of the Behaviour Expectations and Principles. The decision to put a pupil in either of these detentions will be made by the Head of Year in discussion with a member of the Senior Leadership Team.

Records of all detentions are retained and monitored by pastoral staff, including Senior Leaders.

Monitoring Reports ('On Report')

Where pupils are persistently failing to meet the required standards of conduct in School, a number of approaches may be employed.

- A struggling pupil may be matched to a Sixth Form mentor who will meet with them once or twice weekly to offer advice, role modelling and accountability.
- We may also refer pupils to our School Counsellors.
- Pupils who persistently receive 'Time Outs', or are given a number of detentions, or who are involved in a more serious offence involving suspension from School, will be placed on a Monitoring Report and meet regularly with their Form Teacher and Head of Year to discuss progress.

Pupils will be moved onto 'report' (Green Monitoring Report) either because they have incurred a particular number of detentions or Time Outs, following a suspension, or following a concerning report.

- Targets on a Monitoring Report will be decided by the Head of Year following consultation with the pupil and sometimes with the pupil's parents.
- A pupil will be required to have their Monitoring Report signed off by Subject Teachers at the end of each lesson and will be marked against the targets set. Being on report will involve a daily discussion with their Form Teacher or Head of Year and a Friday review with the Head of Year. Parents must also sign the Monitoring Report on a daily basis.
- Where pupils have not met the required standard they will be retained on report which may be escalated (Yellow or Red Monitoring Report). Sanctions may then include staying after school each day and a loss of certain privileges regarding extra-curricular activities and representing the School. *See Appendix 1 for Behaviour for Learning Levels 3 – 5+.*

For the various stepped procedures of our Behaviour Policy please see the appendix diagrams.

Sixth Form Rewards and Behaviour Management Procedures

Academic engagement and behaviour in the Sixth Form are expected to be exemplary at all times, to comply with the Behavioural Principles and Expectations and the rules for responsible use of the Internet and IT. At this stage of their education, our expectation is

that students are able to behave in a largely adult fashion. The personal fine-tuning required at this age is achieved with a completely flexible (bespoke) rewards and sanctions system in accordance with the guidelines below.

Teachers are encouraged to contact parents to commend students' positive achievements and contributions and to share such news with Form Tutors and the Head and Deputy Head of Sixth Form. Particularly noteworthy achievements or conduct will be highlighted during weekly assemblies.

Sanctions are at the discretion of teaching staff, Form Tutors, the Deputy Head of Sixth Form and the Head of Sixth Form. Such sanctions and interventions follow the principle of enfranchisement for teaching staff and Form Tutors in the first instance, with escalation to the Head of Department and the Sixth Form Leadership Team as appropriate.

Homework

Poor academic engagement and effort (including missed homework) will be dealt with in a robust and timely manner. Please refer to Appendix 2 for details on the progressive sanctions outlined in our stepped procedures for homework in the Sixth Form.

Punctuality

Students are required to arrive punctually for morning registrations, lessons, and other school commitments. Morning registration commences at 8.30am, and students are expected to be in their Form Rooms promptly.

Students who arrive late but before 8.55am must proceed directly to their form room to be signed in as 'late' by their form tutor.

Students who arrive late after 8.55 am must sign in using the InVentry system.

Please refer to Appendix 3 for details on the progressive sanctions outlined in our stepped procedures for punctuality in the Sixth Form.

Behaviour

Disruptive behaviour will be dealt with in a robust and timely manner. The relevant teacher will first deal with it. As appropriate, teachers may sanction the student at their own discretion. As appropriate, teachers may exclude a student from a lesson for a period of time.

Should the poor behaviour be repeated, the teacher will refer the issue on to the Head of Department in the first instance. The relevant Form Tutor and the Head/Deputy Head of Sixth Form will also be notified.

As required, interventions such as detention, email/phone calls to parents or face-to-face meetings will be organised. In the event that it should prove impossible to resolve ongoing behavioural issues, a student may ultimately be asked to leave the school.

Suspensions (internal and external) for Prep, Senior and Sixth Form

A pupil/student may be suspended, internally or externally, for a stated period of time, from School for a serious breach of the Behaviour Principles and Expectations or for an unacceptable pattern of behaviour. This sanction indicates to pupils/students and parents the seriousness with which the School views the offence such that the pupil's/student's place at School is at threat if the pattern of behaviour continues. Head of Sections or the Head of Seniors issue suspensions. The pupil/student will then return, pending a meeting between the School and parents. Pupils (Prep and Senior) may be asked to fill in a self-evaluation document upon return, may be placed on Monitoring Report, and may be offered a Sixth Form mentor to help them reintegrate into school life.

Serious Misconduct and Disciplinary Matters

For very serious breaches of discipline, the pupil/student may be asked to leave the School permanently:

Required Removal

Parents may be required to remove a pupil/student permanently from the School if, after consultation with the parents and if appropriate the pupil, the Headteacher is of the opinion that:

- a) the pupil/student has committed a breach or breaches of the School's Behaviour Policy for which Removal is the appropriate sanction

- b) By reason of the pupil's/student's conduct, behaviour, academic progress or for their emotional well being, the pupil/student is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School;

- or

- c) one or both of the parents have treated the School or members of its staff unreasonably or vexatiously (such as repeatedly bringing unsubstantiated claims) or in a way which could bring the School into disrepute, not supported the School in behaviour management or have shown abusive behaviour to staff, pupils/students or other parents.

Exclusion / Expulsion

No pupil/student will be excluded without grave cause. Exclusion from the School is rare but certain serious (or persistent) misconduct will not be tolerated and may result in a pupil/student being asked to leave. This includes but is not limited to:

- supply/possession/use of certain drugs and solvents or their paraphernalia, or substances intended to resemble them, or tobacco, e-cigarettes or e-cigarette products or breaches of the policy on alcohol;
- theft, blackmail, extortion, physical violence, intimidation, racism or persistent bullying (including online bullying);
- misconduct of a sexual nature;
- supply or possession of pornography;
- possession or use of unauthorised firearms or other weapons, including knives;
- vandalism;

- misuse of Information Technology and computer hacking;
- persistent attitudes or behaviour which are inconsistent with the School's ethos;
- other serious misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off school premises.

A complaint which could lead to a pupil/student being expelled or required to leave Harrodian permanently will be investigated thoroughly and fairly in accordance with our *Exclusion Policy*.

The School seeks to work in partnership with parents over matters of discipline, and it is part of the parents' obligations to the School to support the School rules. Parents will be contacted to discuss any disciplinary matter that may result in suspension, or where Required Removal or Expulsion is being considered.

Corporal Punishment

Under Section 131 of the Schools Standards and Framework Act 1998, corporal punishment is prohibited for all pupils in independent schools, this includes Harrodian.

Behaviour on trips and travel on the home to school coach and minibus services

Participation in a School trip and travelling on the home to school coach and minibus services are viewed as a privilege. Pupils/students participating in school trips or travelling on the home to school coach and minibus act as ambassadors of the School. Misbehaviour and disruptive conduct, including inappropriate use of IT or mobile phones, may be viewed with additional seriousness by the School and may involve escalation to a member of the Senior Leadership Team.

Bullying

Our *Anti-Bullying Policy* is available separately. Bullying of any pupil/student by an individual or group will not be tolerated either on or off site.

Harmful Sexual Behaviour

Harrodian is committed to educating all pupils/students within our community regarding the attitudes and conduct that may constitute sexual harassment or peer-on-peer sexual abuse, and the attitudes and actions that may facilitate such behaviour.

Sexual harassment is defined as sexualised behaviour that violates the dignity of another, causing them to feel humiliated, intimidated or degraded. It may include but is not limited to, sexual comments or jokes, physical behaviour - including unwanted sexual advances and touching - and the sending of sexual material or demanding of sexual images, online.

Through the PSHE programme, the work of Senior Prefects, Planner content and various assemblies, we encourage victims of harmful or unwelcome sexual behaviour to speak out. Likewise, we encourage those witnessing any harmful sexual behaviour to hold their peers to account, and for all in our community to listen to and respect others, reflecting consistently upon their own conduct.

Where issues of harmful sexual behaviour arise within our community, we will deal with them appropriately and strongly in line with our Child Protection and Safeguarding Policy, reserving the right to use the full extent of our sanctions listed above, working in

collaboration with DSLs, the families of those involved, and taking into account the wishes of the victim throughout, any external agencies required including the police.

We also recognise our responsibility to safeguard and educate any alleged perpetrator while they remain under our care, looking, as far as is possible, to maintain confidentiality around any case that arises. We recognise the potential for backlash against any alleged perpetrator within (and outside) the wider community and will seek to ensure no one is treated as guilty of an offence until found to be so by reasoned investigation. Thereafter, we retain our duty of care towards all pupils/students involved.

Smoking and Controlled Substances

The School will follow the procedures outlined in its Substance Misuse and Drug Related Policy and Alcohol Policy when managing behaviour in regard to smoking, e-cigarettes and nicotine products, legal and illegal drugs and alcohol.

A pupil/student coming into School under the influence of any prohibited substance can expect to face a strong sanction.

Searching

The Headteacher and staff authorised by him have a statutory power to search pupils/students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil/student is responsible for carrying one of the listed below:

- Knives or weapons
- Alcohol
- Illegal drugs and substances
- Stolen items
- Tobacco, cigarettes, cigarette products, e-cigarettes, e-cigarette products
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been or is likely to be used to commit an offence, cause personal injury to a person/s or damage to the property of the School or any person including other pupils

Please refer to Harrodian's *Searching and Confiscation Policy*.

Data collection and behaviour evaluation

The School will keep records of behaviour incident data, including on removal from the classroom, attendance, permanent exclusion and suspension data and incidents of searching and confiscation.

Links to:

Exclusion Policy

Anti-Bullying Policy

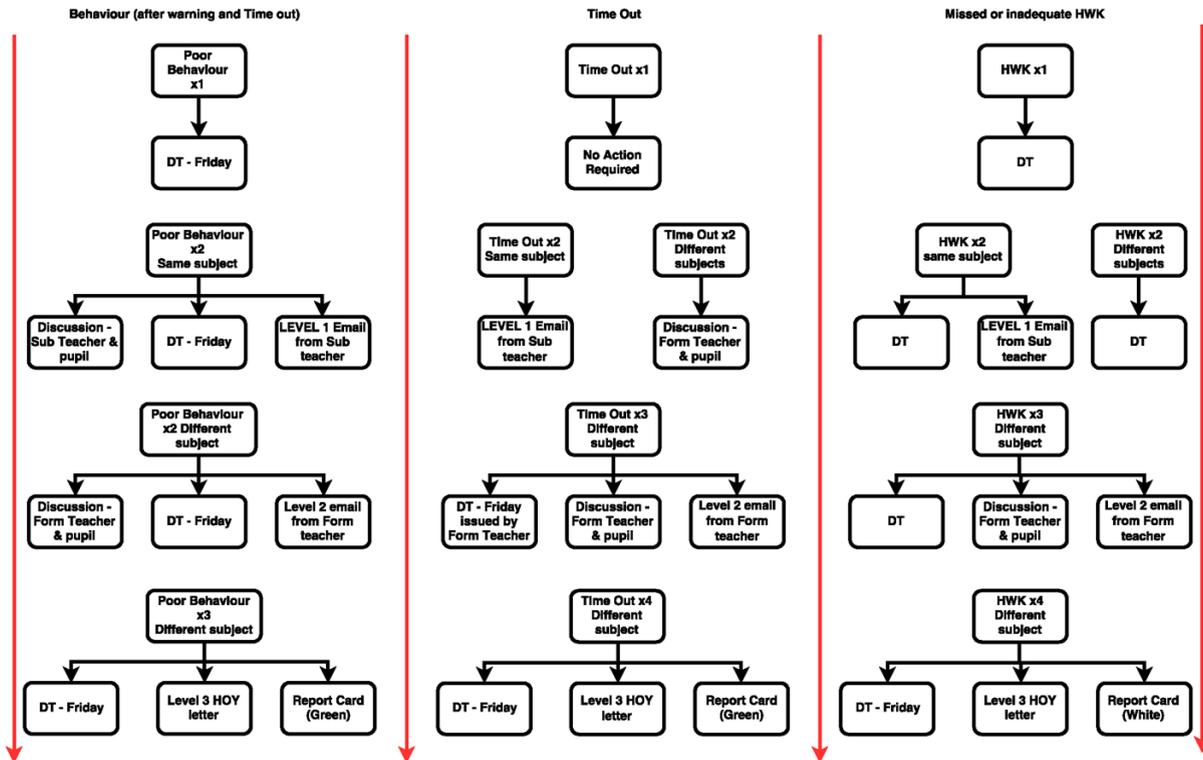
Searching and Confiscation Policy

Pupil/Student Drug and Alcohol Policy

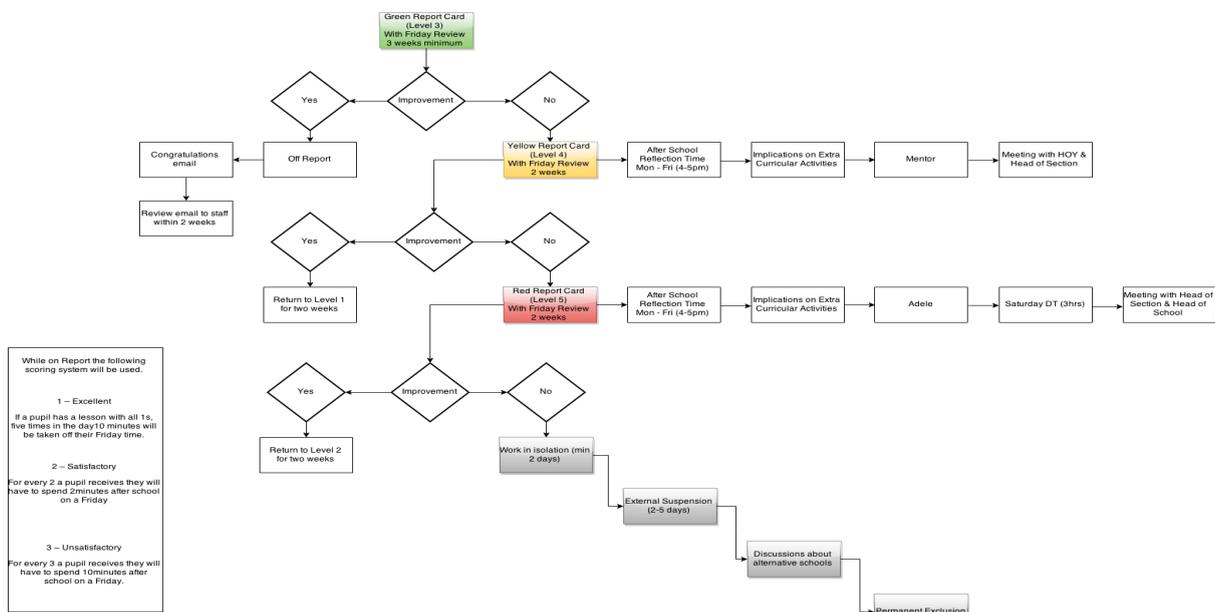
Approved by:	Senior Leadership Team
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APPENDIX 2 - Prep and Senior Stepped procedures for dealing with misbehaviour

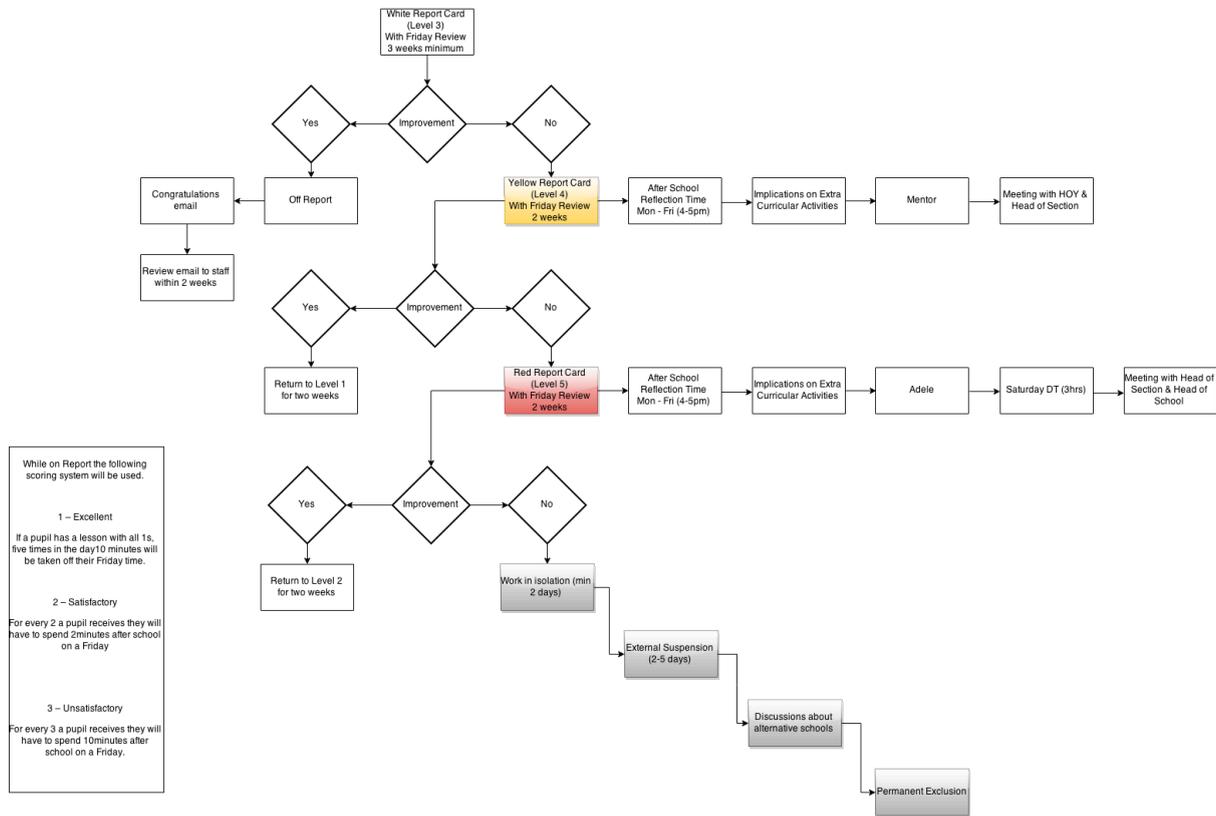
Behaviour for Learning: Levels 1 - 3



Behaviour for Learning – Behaviour: Levels 3 – 5+



Behaviour for Learning – Homework: Levels 3 – 5+



APPENDIX 3: Homework in Sixth Form

Stepped procedures for students who persistently miss homework deadlines in the Sixth Form

Step	Consequence
1	Sanction at the discretion of subject teacher 'Flag of Concern' logged on Edulink
2	DT (7.45am on Friday run by MKI) Logged on Edulink
3	DT (7.45am on Friday run by MKI) Email home (subject teacher) Logged on Edulink
4	Directed Study Phone call home (MKI) Logged on Edulink
5	Parental Meeting (AHE/MKI)

This stepped process can be applied to a single subject, or it can be extended to address issues spanning multiple subjects.

Hypothetical scenario:

Student A receives two DTs in the same week from different subject teachers.

Solution:

Student A completes the first DT as scheduled (Friday). The second DT is deferred to the following Monday.

APPENDIX 4: Punctuality in Sixth Form

Students are required to arrive punctually for morning registrations, lessons, and other school commitments. Morning registration commences at 8:30am, and students are expected to be in their Form Rooms promptly.

Students who arrive late but before 8.55am must proceed directly to their form room to be signed in as 'late' by their form tutor.

Students who arrive late after 8.55am must sign in using the InVentry system.

Stepped procedures for poor punctuality in the Sixth Form

Step	Code	Infringement	Consequence
1	LA LT2	Late arrival on one assembly day or Two late arrivals in a school week	8am Detention on Tuesday
2	LT3	Three late arrivals in a school week	8am Detention on Tuesday
3	LT4	Four late arrivals in a school week	8am detention on Tuesday, Wednesday, and Thursday
4	LT5	Five late arrivals in a half term	Signing out privileges revoked for 5 school days. Parents Notified
-	SLD	Severe Lateness (without a valid excuse from parent)	One DT + Loss of Signing Out privileges for 5 school days.