



HARRODIAN

Behaviour Policy

Links to:

Exclusion Policy

Anti-Bullying Policy

Searching and Confiscation Policy

Substance Misuse and Drug Related Policy / Alcohol 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 have a right to learn and thrive in a safe, respectful, warm and happy environment. Every pupil 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 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 Seniors and Sixth Form.*

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 or otherwise discriminatory,
- Inappropriate IT use – including online bullying, accessing or sharing of inappropriate content or images, any behaviour endangering 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. Whilst all pupils are expected to behave well, there may be some pupils with conditions, such as ADHD, for whom reasonable adjustments to behaviour management need to be made. Pupils with special educational needs or disabilities may also be targets for unpleasant behaviour from other children, and due care should be taken to prevent this.

SEN

Behaviour will always be considered in relation to a pupil's SEN. If it is deemed that a pupil's SEN has contributed to their misbehaviour, the School will consider whether it is appropriate to sanction (or reduce sanction) the pupil.

It is important that children who are neurodiverse are adapted for. Teachers and parents need to work together to ensure a provision plan is in place with strategies that are consistent to reinforce desirable behaviour and to support children to access their learning.

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 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 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 to take on responsibilities within the School whilst demonstrating democracy in action.
- The Prefect and Mentoring system encourages positive role models and motivates pupils 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 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 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 from the age of 4-18, older pupils 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 are not seen to be upholding the required standards of conduct or acting as appropriate role models.

Specific Pre-Prep Rewards and Behaviour Management Procedures

Harroddian Ethos

The ethos of the Pre-Prep is to create a positive and happy environment where the whole school community, from the youngest pupil to the eldest member of staff, can work together.

The beautiful physical surroundings re-enforce this and help create an environment where all Harroddians can flourish in a positive atmosphere of mutual respect.

The central purpose of the Pre-Prep Department at Harroddian 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.
- To develop emotional literacy and an understanding of their own emotions, finding strategies to support them.

From these principles, the Pre-Prep Behaviour Policy has been created which sets out guidelines and expectations for both staff and pupils.

The Responsibilities of the Staff

- To respect each individual
- To offer a broad and balanced curriculum
- To adapt behaviour strategies and learning for neurodiverse children
- To adapt the classroom environment for neurodiverse children
- To support emotional wellbeing
- To ensure that the work is related to each child's level of learning and potential
- To ensure that the lessons are stimulating and interesting
- To ensure that the classroom is an attractive environment
- To find frequent opportunities to praise good conduct
- To encourage parental involvement in the child's education
- Not be over familiar with pupils i.e. keeping a professional relationship

The Responsibilities of the Pupils

- To work hard and to do their best
- To develop and understand their emotional wellbeing
- To be polite to others
- To be encouraging to classmates
- To pay attention in class
- To help in the classroom
- To remember to say 'please' and 'thank you'
- To be respectful to any teacher or any classroom visitor
- To be respectful and polite to all lunchtime staff
- To be helpful and responsible

- To listen well
- To ask permission to leave the classroom
- To look after other people's property as though it were their own
- To be respectful of other people's property and not to touch it unless asked to do so by the owner

In the playground pupils need:

- To understand acceptable and unacceptable behaviour reinforced by the Harrodian Pillars
- To show compassion and inclusion
- To have respect and understanding of smaller/younger children
- To try and be friendly with everyone
- To play with other children if they are feeling sad
- To not play roughly
- To know not to bully
- To try and be a good loser and winner
- To play considerately
- To share the equipment
- Understand where the boundaries are where they must not go

Moving around the school pupils should:

- Know how to line up properly
- Not push in line
- Keep their hands and feet to themselves
- Keep up with everyone else
- Walk briskly
- Not touch anyone or anything on the way
- Knock on a door quietly before entering
- Take care when going up and down stairs

In the Dining Room pupils should:

- Wash their hands before eating
- Walk quietly into the Dining Room
- Say 'please' and 'thank you'
- Taste new foods
- Ask for food to be passed rather than reaching across the table
- Leave the Dining Room quietly

On visits and school trips pupils should:

- Look smart
- Listen to the accompanying adults and behave accordingly
- Adhere to boundaries and safety procedures
- Be polite to everyone they meet
- Sit quietly on any transport
- Respect the surroundings they are in
- Pick up any rubbish they have generated
- Wear a seatbelt when on transport
- Respect the transport

At school events where the parents are responsible for their children e.g. The Christmas Fair, children should:

- Be polite and respectful
- Respect the school surroundings
- Adhere to the behaviour expectations of the school
- Listen to the accompanying adults and behave accordingly
- Stay where their accompanying adults can see them
- Treat school property with respect
- Play kindly with other children
- Pick up rubbish they have generated

Harrodian has a positive approach to good behaviour, giving praise to pupils who are well behaved, polite and hard working. All children are familiar with our six Harrodian Pillars, which underpin our ethos and make clear our expectations. These are reinforced in class, assemblies and PSHRE lessons.

They are :

Inclusion
Compassion
Curiosity
Resilience
Ambition
Independence

Arising from this and to continue these principles, the timetable allows for a “Circle Time” each day (after play, after drop-off or before pick-up) for all pupils, no matter how young, as well as weekly year group assemblies.

In these sessions varying subjects are raised, for example:

- co-operation
- sharing
- jealousy
- frustration
- happiness
- sadness
- friendship
- empathy
- resilience
- self esteem
-

Rewards for positive behaviour:

- Positive verbal recognition
- The Rainbow System
- Stickers
- Recognition in The Golden Book at weekly assemblies in front of staff and parents
- Being sent to another adult or class for praise
- A special privilege

- A whole class treat
- Being sent to the Head of Pre-Prep for praise
- House points
- Termly prize giving - awards

All classes in the Pre-Prep operate a Rainbow system to encourage the children to manage their own behaviour from an early age.

At the beginning of the day all the children in the class start on the Sunshine. They are rewarded with house points for consistently staying on the sunshine. For outstanding behaviour or achievement, children can move to the Rainbow where they will receive a small certificate and sticker at the end of the day, and celebrated by their peers. We discuss our feelings about our positive behaviour by referring to the Colour Monsters: Yellow Colour Monster: happy; Pink Colour Monster: love; and Green Colour Monster: calm.

For those occasions when behaviour is consistently below expectations the following procedures must take place:

At the first sign of inappropriate behaviour children are given a quiet warning by an adult. This is a warning for the children to change their behaviour. For neurodiverse children, a movement break or a sensory input will be offered.

If there is no change in behaviour, children move their name from the Sunshine to the Cloud. Children are reminded of why their behaviour is undesirable and given strategies on how they can return to the Sunshine. We also discuss how they are feeling using the Colour Monsters for reference: Red Colour Monster: anger; Blue Colour Monster: sadness; and Black Colour Monster: fear.

If the inappropriate behaviour persists, children must move their name to the Rain Cloud and a time-out will be given. Parents/carers will be informed and the child may be sent to the Head of Pre-Prep.

Children, who are on the Sunshine at the end of the day, will be celebrated by receiving a house point.

For instances of serious misconduct such as

- refusing to do as they are told;
- deliberately hurting someone;
- leaving the class or Pre-Prep site without permission;
- being extremely rude or unkind;

children will go immediately to the Head of Pre-Prep and their grown up will be told.

Specific Prep and Senior School Rewards

Harrodian's Behaviour Principles and Expectations are available to pupils 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). Pupils in the Prep, Seniors and Sixth Form and their parents have to sign an agreement at the start of each academic year (or on their entry into the School) that they 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:

Safety in Laboratories

Protocols for Sports Fixtures

Code of Conduct for Pupils on Educational Visits.

Acceptable Use of ICT and Acceptable Use of iPads.

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
Bronze	25
Silver	50
Gold	100
Sapphire	150
Diamond	200
Platinum	250

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:

- Commitment to independent learning.
- Showing outstanding effort in research, preparation or planning of homework.
- Effective and responsible target setting.
- A definite positive change in attitude towards academic study.
- Spontaneous acts of kindness or helpfulness of the pupil's own initiative.

An email will be sent home by either the Form Teacher, Head of Year, Head of Senior School, Head of Seniors or Headmaster depending on the number of Achievements Points received.

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 School 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 School, 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 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 and parents the seriousness with which the School views the offence such that the pupil'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 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 and are usually placed on Monitoring Report and given a Sixth Form mentor to help them reintegrate into school life.

Serious Misconduct and Disciplinary Matters

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

Required Removal

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

- a) By reason of the pupil's conduct, behaviour, academic progress or for their emotional well being, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School; or
- b) If the parents have treated the School or members of its staff unreasonably.

Exclusion / Expulsion

No pupil will be excluded without grave cause. Exclusion from the School is rare but certain serious misconduct will not be tolerated and will likely result in a pupil 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 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 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 by an individual or group will not be tolerated either on or off site.

Harmful Sexual Behaviour

Following the disclosures made on the *Everyone's Invited* website, the School has acknowledged the specific issue of Harmful Sexual Behaviour within schools.

Harrodian is committed to educating all pupils 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 PSHRE programme, the work of Senior Prefects, Planner content and various assemblies, we will encourage victims of harmful or unwelcome sexual behaviour to speak out. Likewise, we will 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 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 coming into School under the influence of any prohibited substance can expect to face a strong sanction.

Searching

The Headmaster and staff authorised by him have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil 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*.

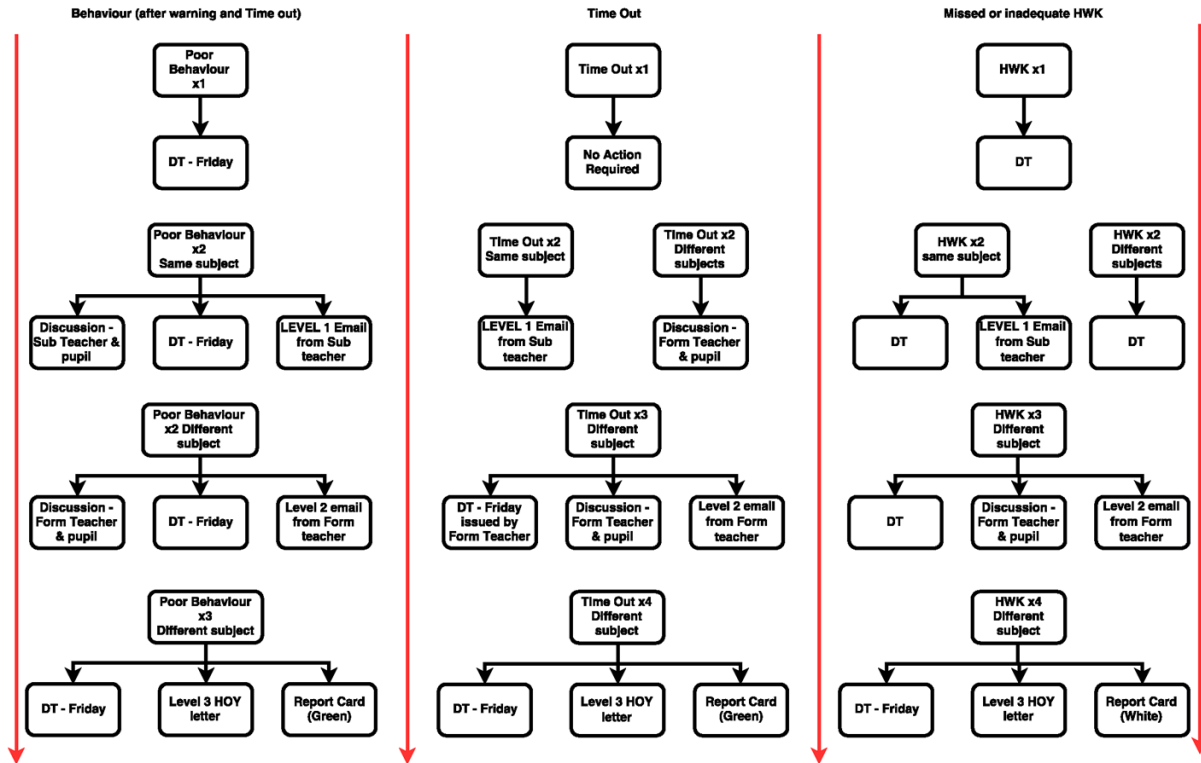
Data collection and behaviour evaluation

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.

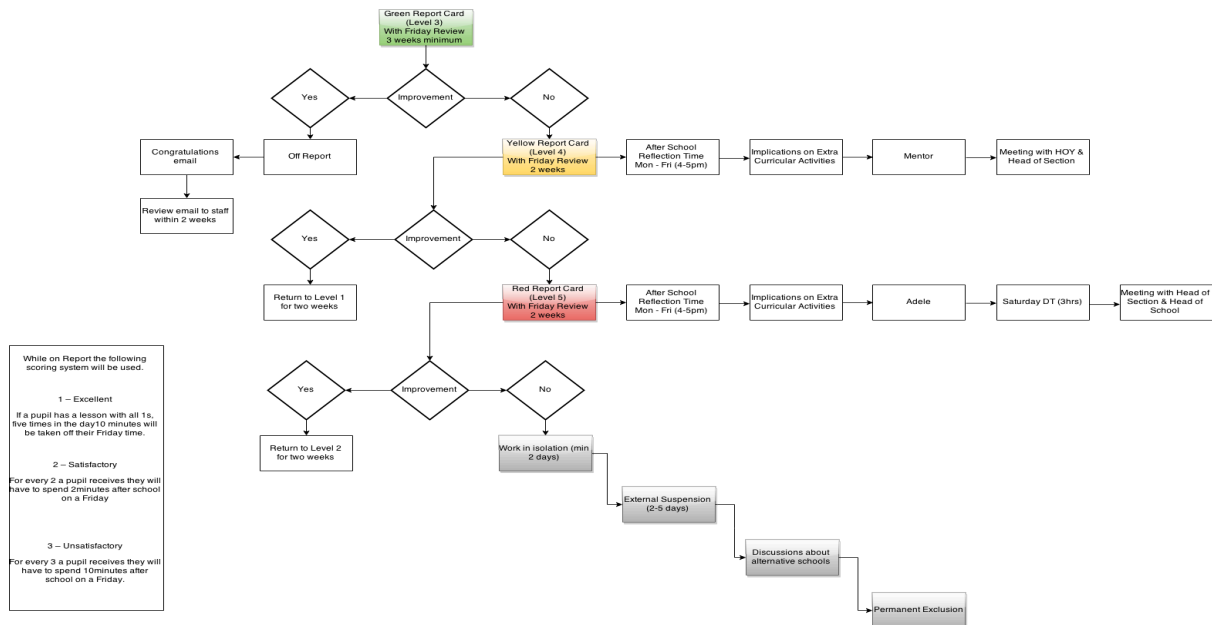
Approved by:	Senior Leadership Team
Review cycle:	Annual
Last reviewed:	June 2024
Date of next review:	September 2025

APPENDIX 1 : Stepped procedures for dealing with misbehaviour

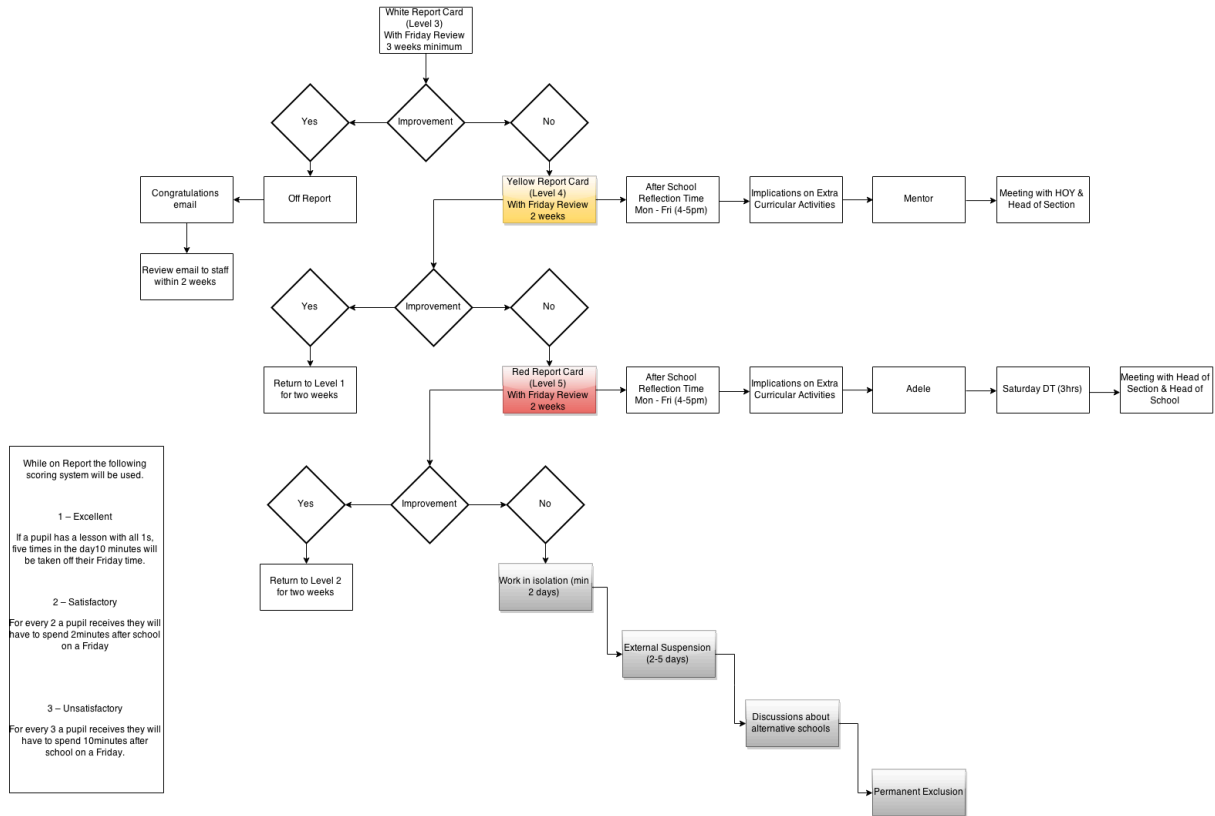
Behaviour for Learning: Levels 1 - 3



Behaviour for Learning – Behaviour: Levels 3 – 5+



Behaviour for Learning – Homework: Levels 3 – 5+



While on Report the following scoring system will be used.

1 – Excellent
If a pupil has a lesson with all 1s, five times in the day 10 minutes will be taken off their Friday time.

2 – Satisfactory
For every 2 a pupil receives they will have to spend 2 minutes after school on a Friday

3 – Unsatisfactory
For every 3 a pupil receives they will have to spend 10 minutes after school on a Friday.

APPENDIX 2: 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 (HOD) 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 3: 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	Infringement	Consequence
1	Two late arrivals in a school week Or Late arrival on one assembly day	8am Detention on Tuesday
2	Three late arrivals in a school week	8am detention on Tuesday and Wednesday
3	Four late arrivals in a school week	8am detention on Tuesday, Wednesday, and Thursday
4	Five late arrivals in a half term	Signing out privileges revoked for one school week. Parents Notified
5	For persistent offenders	AHE and MKI reserve the right to send a student home.