



Positive Behaviour Policy and Appendices

If you would like any policy in a more accessible version, please contact the Administration Manager
(admin@hardenhuish.wilts.sch.uk)

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1. Principles that underpin the schools' behaviour policy

Good order and discipline are essential if the school is to look after the wellbeing of the school community and improve the attainment of all pupils. Pupils cannot learn, and teachers cannot teach, in an atmosphere of disruption. A clear behaviour policy that is understood and supported by the whole school community is essential to the establishment and maintenance of high standards of behaviour. This policy has taken guidance from the legal framework of the United Nations Convention of the Rights of the Child (UNCRC) in order to create a rights-respecting ethos within the whole school community (please see Appendix 1 for summary of the UNCRC).

- Pupils have a right under article 29 to a safe and orderly learning environment to assist them in achieving their full, academic potential.
- Staff are entitled to work in a positive environment free from disruption. Agreed standards of behaviour should be consistently applied across the school.
- Parents have an essential role to play in assisting the school in maintaining high standards of behaviour. They have a duty under article 3 to share responsibility for the behaviour of their child. Consistency between the school's expectations of behaviour and parents' expectations of behaviour is essential.
- Governors support the school in maintaining high standards of discipline.

2. List of acronyms/abbreviations

- United Nations Convention of the Rights of the Child (UNCRC)
- Pastoral Managers (PMs)
- Learning Managers (LMs)
- Curriculum Leaders (CLs)
- Leadership Team (LT)
- Team Around the Child (TAC)
- Key Stage 4 (KS4)
- Headteacher's Personal Assistant (HTPA)
- Special Educational Needs Co Ordinator (SENCO)
- Team Around the Pupil (TAP)
- Child Protection Online Management System (CPOMS)

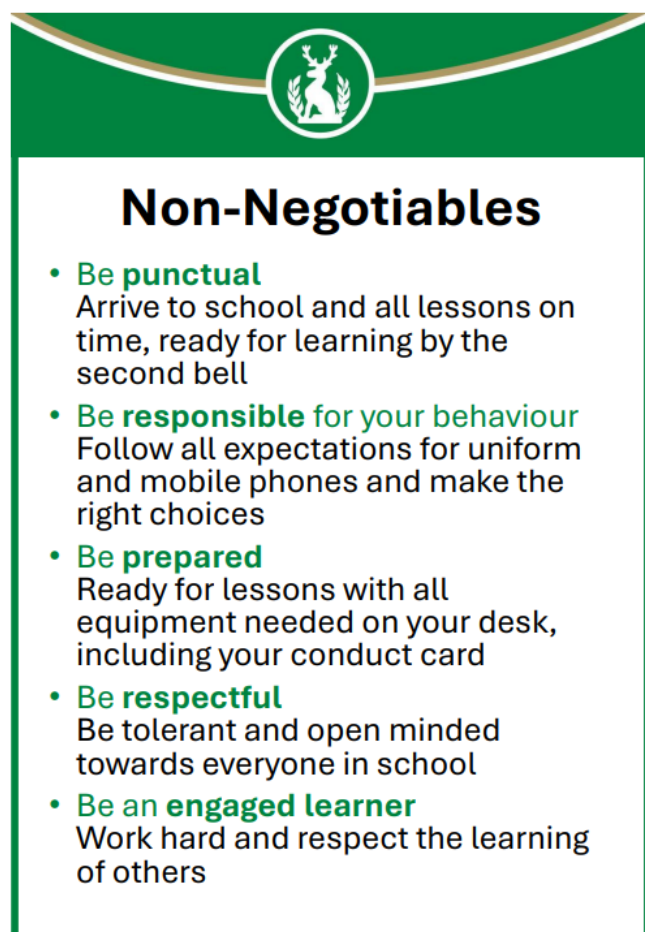
3. Our expectations

Pupils are in school to learn and develop as individuals; teachers and other adults are in school to help them do so by creating an orderly, supervised and caring environment. We value behaviours that support learning and respect the rights of the child.

Our expectations for behaviour and conduct in school are summarised in the Non-Negotiables. At the start of September, and regularly throughout the year, pupils are reminded of our expectations by tutors and other staff as they take them through the Non-Negotiables, to Behaviour (Appendix 3) and Uniform Expectations (Appendix 2); these are displayed in all classrooms. Emphasis should be given that these guidelines have been put in place with the help of pupils and that they are there so that everyone can work together, feeling safe and secure.

Most pupils can be relied upon to always behave in a sensible manner. The school enjoys a good reputation for the behaviour of its pupils. However, the minority of pupils who fail to respect the

rights of others, meet the Non-Negotiables and other expectations are dealt with according to the seriousness of their misbehaviour. All staff are aware that any form of discipline must respect the human dignity of the pupil.



4. Our expectations about working in the classroom

Pupils should enter classrooms in an orderly way, remove outdoor clothing, have the correct equipment for the lesson, and get ready for the lesson to start. They should contribute to a good learning environment by concentrating and by putting up their hands rather than calling out.

5. Our expectations about school dress

For full details of the school uniform, please see Appendix 2. A more detailed Uniform Policy is available via the School Website. Failure to adhere to these expectations will result in an entry on the pupil's Conduct Card or with other consequences should the pupil display extreme, deliberate, or persistent failure to adhere to these expectations. The school will also endeavour to provide temporary uniform items for pupils who need them.

6. Our expectations about having the right equipment

Pupils always need to bring the right equipment to school. Some equipment will be required each day, such as a pen, pencil, eraser, ruler, and a calculator. Other equipment will depend on the specific requirements of the lessons, such as kit for PE and Dance, ingredients for a Food lesson, etc.

Items that pupils must not bring into school:

- Cigarettes, matches, lighters or any smoking related items including electronic/vaporising cigarettes (e.g. vapes or puff bars).
- Non-prescribed drugs (substances which, when taken into the body, changes the way a person feels, the way s/he perceives things and the way the body works), including legal drugs such as alcohol, tobacco and solvents, and illegal drugs such as ecstasy and cannabis or any drug related items.
- Fireworks
- Offensive weapons/knives
- Pornographic images
- Aerosols, e.g. hairsprays, deodorant sprays
- Correction fluids (such as Liquid Paper/Tippex)
- Chewing Gum
- Caffeinated energy drinks

The school's response to incidents where pupils may have brought any of the above into school will vary depending on the item. At the very least, these items should be confiscated and should be given to staff in reception, who will keep them in the school safe and contact parents requesting they should come to Reception to collect them. However, in more serious cases, the school could enforce a sanction and involve the Police (see Responding to Negative Behaviour Incidents section below).

7. Mobile Technology in School (phones, tablets, smart watches etc.)

The school acknowledges that many pupils bring mobile technology to school, but these must not be on their possession when entering public exam spaces (see above).

The purpose of our school is to provide education, and not to have this disrupted by mobile technology. Mobile technology must be switched off from 8:30 am, which is the start of Morning Tutor Period, until 3:00 pm, when lesson 6 ends, and kept in their school bags unless in a lesson with the expressed permission of a teacher (smart watches can be worn but can only be used for timekeeping during these times).

Each individual pupil is responsible for making sure, if they bring mobile technology to school, that it is switched off from 8:30 am to 3:00 pm, including break and lunch time.

Mobile technology items which are seen or heard between these hours (unless in a lesson with the expressed permission of the teacher) will be confiscated and placed in the school safe for collection at the end of the day. Parents will be informed through a text message sent through the school's communications system.

Sixth Form students may use their phones in A Centre when not in lessons. They are not permitted to be on their phones elsewhere on the site during the school day.

7.1. Mobile phones in public examination spaces

Mobile phones are not allowed in public examination spaces. To prevent pupils and students from having mobile phones in public exams, the use of metal detectors to can be used to screen and scan candidates for mobile phones when entering exams.

To be absolutely clear:

- No mobile technology (phones, tablets) should be used for any purpose during school hours unless at the direction of a teacher. Smart watches can be worn but only be used for time keeping during school hours.
- E- or text bullying is always unacceptable. This includes taking photos. We will continue to take a strong line on this, and involve the police in our investigations if appropriate
- The school **cannot** accept responsibility for loss/damage to mobile phones or Smart watches.

Hardenhuish School cannot be responsible for mobile phones at any time, therefore pupils may like to use one of the cheap phones widely available rather than bring expensive ones to school. Hardenhuish School cannot be responsible for Smart watches or headphones and pupils may decide to leave these at home. To recognise a pupil's right to privacy (article 16), the school will ensure that a pupil's personal details within their phone shall not be accessed without their permission.

8. Our expectations about moving around the school

Hardenhuish comprises ten separate buildings, called Learning Centres, situated in a large area of open parkland. Pupils are encouraged to walk purposefully between the buildings, keeping to paths. In corridors pupils are encouraged to keep to the left and observe any other directions that might apply to certain parts of the school, such as one-way systems. Failure to adhere to these expectations will result in an entry on the pupil's Conduct Card.

9. Our expectations about eating and drinking in and around school

Pupils should eat and drink only in the food halls or the designated outdoor areas. Hot food can only be consumed in the food hall from which it was purchased. If they are seen eating and drinking elsewhere, then they will be asked to desist and eat the food in the proper place. Hardenhuish does not allow cans of drink in school.

Pupils are not allowed to eat food during lessons, but they are allowed to take the occasional sip from a bottle of still water or squash (sparkling or caffeinated drinks that do not assist hydration are not to be consumed in lessons). Chewing Gum is not allowed in school. Failure to adhere to these expectations will result in an entry on the pupil's Conduct Card.

10. Our expectations about anti-bullying

Pupils and staff have worked together to compose the Hardenhuish Pupils' Anti-Bullying Policy. This highlights the school's belief that, if members of the school community are to achieve their full potential, they need to feel secure, respected and valued by their peers and the rest of the school community. Therefore, we view bullying as totally unacceptable, and we will work hard to stop it and reduce its effects.

The school defines bullying as a deliberate act which results from a conscious desire to hurt, threaten, or frighten someone. It is an abuse of power, which results in pain and distress to the victim. Bullying is usually not a single act but is behaviour that is repeated or sustained over time. Students, parents, and staff can be the victims or perpetrators of bullying. Bullying can be physical, verbal, social or psychological.

11. How the school can be expected to respond to bullying

Bullying is taken seriously at Hardenhuish, and pupils are involved in developing systems and processes to tackle bullying most effectively. For more information, please see the Anti-Bullying Policy.

12. How the school can be expected to respond to discriminatory comments

Hardenhuish School takes the issue of discriminatory language very seriously and works as a whole school community to challenge behaviour that does not respect the identity of a pupil. Any discriminatory comments that are witnessed should be logged appropriately on CPOMs. All incidents of bullying should be communicated to the child's Pastoral Manager and dealt with appropriately. All staff are aware of the requirement to be vigilant on such matters.

13. How the school can be expected to respond to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include Re-set days, Suspension and serious cases may involve the police. Please refer to our Safeguarding policy for more information.

14. How we will respond to Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

15. How we will ensure pupils transition successfully

To ensure a smooth transition to Hardenhuish, staff members hold transition meetings with the pupils' last schools to identify any needs. Pupils have transition and induction sessions with their new teacher(s) in order to make our expectations clear.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

16. Strategies for positive behaviour at Hardenhuish

A key feature of schools making significant progress is that all staff follow consistently the school's agreed policies and procedures, in classrooms and outside them. As part of this practice all staff are to be made aware and to encourage awareness of the UNCRC.

Below is a list of strategies identified by the pupils to help teachers ensure positive behaviour for learning. Their adoption by all staff will enhance the consistency of our approaches towards positive behaviour, which will in turn ensure all pupil's right to an education at Hardenhuish School.

- Set clear boundaries, stick to them and follow through with consequences
- Reward good behaviour and hard work
- Treat everyone equally and create a positive working atmosphere
- Encourage everyone to contribute and don't talk for too long
- Insist on the basics from everyone (homework completed on time, correct equipment and good manners etc)
- Get to know the pupils and establish positive relationships
- Stay calm and try not to shout
- Keep parents informed
- Give clear instructions and explain what you want pupils to do thoroughly
- Make lessons fun and exciting, including a variety of activities
- Try to be present most of the time
- Smile – a happy teacher = happy pupils

These strategies are supported by advice and guidance on effective practice that has been provided by the Education Endowment Foundation, Improving Behaviour in Schools (2019). This has an evidence-based foundation that advocates the following 5 step approach to behaviour management:

16.1. Know and understand your pupils and their influences

- Getting to know the pupils as individuals and developing positive relationships has proven to be effective at encouraging positive behaviours. Staff should look to establish positive relationships, maintain them over time and seek to repair relationships as soon as possible after any negative interactions have taken place.

- Understanding a pupil's context will inform effective responses to misbehaviour (e.g. pupils who have been through 'adverse childhood experiences' are likely to respond differently to certain approaches than their peers.
- Engaging pupils in the learning through effective pedagogy supports the teacher to establish and maintain these relationships.

16.2. Teach learning behaviours

- Teaching pupils to consider how to behave in order for themselves and others to learn more effectively has been proven to improve standards of behaviour.
- Encouraging pupils to be reflective about their own behaviours also supports this process.

16.3. Use consistent classroom management strategies

- Teachers should spend time reflecting on their behaviour management approach and considering alternatives that may help to change the behaviours of pupils.
- Such strategies include the 5:1 ratio of positive to negative interactions (using rewards when appropriate).

16.4. Use simple approaches as part of a regular routine

- Regular routines such as greeting the pupils by the door as they enter the room have been proven to have high impact from little effort.
- Other strategies that can help to encourage positive behaviours include using appropriate praise and liaising with parents.

16.5. Use targeted approaches to meet the individual needs of pupils

- Universal behaviour systems are unlikely to meet the needs of all pupils; pupils may need a different approach in order to change their behaviours.
- Children with special educational needs may not necessarily need additional support with their behaviour but they may demonstrate more challenging behaviours. Understanding these pupils' individual needs would be a good starting point in supporting them to improve.
- Although an individual approach is encouraged, this should not mean that the school has lower expectations of behaviour for such pupils and nor are such pupils exempt from the school's rules and sanctions systems.

17. Staff Training

Staff training will regularly focus on behaviour management strategies and best practice. Staff who are identified as struggling to manage behaviour in their classes will be offered additional support from their CL.

18. Rewards

18.1. ACE Rewards

Staff can log positive behaviour on Arbor (the school's Information Management System) for:

Achievement (eg. achieving beyond their National Indicator or Target Grade)

Citizenship (eg. helping other pupils/members of staff) or

Effort (e.g. trying hard with homework)

ACEs can also be given for environmental or sustainable work (“Green”).

Each event logged will be allocated a number of points. These are collected electronically and may be ‘cashed in’ at a cash-in event for rewards such as stationery, educational equipment, dictionaries, calculators etc or charity contributions. The number of ACEs may, instead, be attributed to entries in Year Group raffles with the chance of winning vouchers.

18.2. Letters/Postcards home

An email, ACE Shout-Out or postcard home acknowledging particularly good, helpful or supportive behaviour is another way positive behaviour can be encouraged. Pupils rate it highly in terms of what they value or say is effective. Copies of letters home should be added to CPOMS.

18.3. Governors Awards

These are given to pupils each year as recognition of continued effort and hard work and are linked to the Progress Checks that are conducted three times each year, and other achievements (ACEs).

Governors Awards are given in Celebration Assemblies for Years 7-10. Additional awards are presented in public Awards Evenings for Years 11 and 13. Attendance by staff at one of the public events each year will be expected as part of directed time.

19. Responding to Negative Behaviour Incidents

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated and reasonable adjustments made to cater to the needs of the pupil.

The school’s SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

20. Uniform

In most instances, pupils who are in breach of the uniform expectations of the school will be reminded of those expectations by staff and asked to rectify the uniform and will result in an entry on the pupil’s Conduct Card.

As part of a tutor’s responsibility during morning registration each day, the tutor will check

standards of uniform and record issues. If possible, the pupil will be offered items of correct uniform should they need it. Failure to accept these items may result in additional sanctions for defiance.

Pupils who still persistently fail to comply with expectations or cooperate with staff instructions to rectify issues, or whose appearance is extremely different from the expectations (such as bright, unnaturally coloured hair) may also face additional sanctions.

21. Equipment

In most instances, pupils who do not arrive to lessons with the correct equipment will be offered replacement equipment to use. Conduct Cards, Progress Reports and Arbor Behaviour data will be used to inform staff when pupils' lack of equipment has become a persistent occurrence over time and lessons. In such cases tutors, PMs and LMs will work with the pupil to develop their independence and organisational skills.

22. Negative Behaviour in Classrooms or Failure to Adhere to Other Expectations around the Site

Please see Appendix 3 Responding to Behaviour, for information on how to respond to different types of behaviour incidents, which also includes a Sanctions Summary.

23. Recording Behaviour Incidents

Behaviour incidents that meet the criteria of Category 1 (C1) or higher, need to be recorded on Arbor. In most cases it is the responsibility to the class or duty teacher who witnessed the behaviour to add the record. This can be added to by CLs, tutors, PMs, LMs or members of LT if needed. Recording behaviour incidents enables PMs/LMs/LT to have an overview of behaviour around school and inform where intervention is needed.

24. The NET

The NET should be considered as a means of deferring a conversation regarding a child's behaviour rather than a sanction in its own right.

The NET will be organised within buildings to allow pupils to continue their learning in another classroom as quickly as possible and to prevent pupils moving across the site.

The timetable for the NET will be decided and distributed to staff on an annual basis.

The Process - Things to consider before using the NET (it is not always necessary to have gone through all of these strategies)

- Non-verbal signals
- Move of seat
- Reminders about expectations
- Cooling-off time
- Alternative methods to achieve the same learning outcome (e.g. discussion rather than written task)

The NET should be used if a pupil repeatedly refuses to follow instructions despite the above or if a pupil is disrupting the learning of others

- Pupil receives a NET warning (if a pupil receives a warning and then improves their behaviour, the event is recorded on Arbor)
- If the pupil does not respond to the warning a NET form should be completed and sent with the pupil to the designated room (see Appendix 3 for what to do if a pupil refuses to attend the NET).
- Some pupils with specific Special Educational Needs may be offered an alternative place to go. These pupils will be decided by the SENCO and Year Office and staff will be informed of who they are.
- A pupil sent to the NET should take with them the work to be completed while they are not in your lesson (this may be a piece of work set centrally within departments) and a NET form to inform the receiving teacher of the time that they have been sent.
- Details of the NET removal should be completed on Arbor – this will trigger a letter to be sent home, outlining the date of their follow up after school detention and logging the situation. A phone call home may also be productive in involving parents in managing the behaviour.

If a child is sent out as a result of the NET, they should spend 30 minutes in an after-school detention. This can be supervised by the teacher or department colleague, but it is essential that the teacher attends the detention at some point to hold a restorative conversation with the pupil. This allows an opportunity to:

- Discuss the circumstances that led to the pupil being sent to the NET
- Discuss how the situation is going to be repaired
- Start the process of rebuilding the relationship

If a pupil does not arrive at the NET or refuses to leave to go to the NET this becomes a day of Re-set, which will be organised by the Year Office/LT.

The NET should not be used:

- When a pupil needs to be 'parked' for a series of lessons (this should be arranged within curriculum areas)
- To resolve issues that have been 'rolled over' from a previous lesson
-

NOTE: Pupils should not be sent to the Pastoral Office or the Soane Room unless agreed in advance

NET Form

Name of Pupil:	
Staff Initials:	
NET Room to go to:	
Time left lesson:	

25. The Use of Reasonable Force

The use of reasonable force upon any pupil by a member of staff is a serious matter and should only be considered as a last resort. However, in some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment (any form of physical punishment of pupils is an unlawful assault as is any form of physical response to misbehavior unless it is by way of restraint).
- Be recorded and reported to parents

For more information on the use of reasonable force, please see the Use of Reasonable Force, Authority to Search and Violence and Aggression Towards Staff Policy.

26. Sanctions

Detentions can be used as a disciplinary sanction for pupils. Pupils can be issued detentions for disciplinary matters or for poor effort within lessons. The less time between the detention being issued and it being done, the better. Always make it clear to a pupil that they are heading for a detention and what needs to happen to avoid it. If they've earned it, make sure it happens. All detentions must be supervised.

Detentions are ideally used to explore, explain, and resolve issues with pupils to ensure a more positive classroom dynamic can be maintained in the future.

Any detention or sanction that is not attended or is not completed in a satisfactory way by the pupil can result in further sanctions being applied. (Please see Appendix 3)

The school uses several different sanctions including:

- Break or Lunchtime Detentions
- Department After School Detentions (including NET Detentions)
- Leadership Team Detentions
- Re-set time
- Suspension

For more information on these sanctions, please see Sanctions Summary (Appendix 3). For more information on Suspensions, please see Suspensions and Exclusions Procedure (Appendix 5).

27. Other Support and Monitoring

27.1. Parental Contact

If a pupil's behaviour is giving cause for concern (e.g. persistently failing to do homework, bring equipment, wear school uniform correctly) then the matter should be discussed with parents at the earliest opportunity. This could be done by the teacher, tutor, CL, PM, LM or member of the LT. Normally, contact would be encouraged through a phone call but inviting parents in for a meeting is also a good way to have face to face discussion (details of such conversations should be added to a child's record on CPOMS by the member of staff who has the conversation). Concerns could also be formally recognised through a letter home or an email from the teacher/CL/LM/PM or member of the LT requesting support. The CL/LM/PM and tutor should be sent a copy of the letter/email for their information/pupil file. Members of staff are required to follow the school's policy on data protection, which considers our legal duty to adhere to the General Data Protection Regulations when communicating with parents.

27.2. Placing pupils on Daily Report

Subject Reports

If a pupil is making poor behaviour choices in a particular subject and not in other subjects, the Curriculum Leader may issue the pupil with a Subject Report. The Curriculum Leader/Class Teacher should have a conversation with the pupil where they explain expectations for behaviour and set specific targets that the pupil needs to improve. A Subject Report will then be used to get feedback for how a pupil is behaving and whether they are meeting their targets (with appropriate rewards and consequences issued depending on the outcome).

Pastoral Reports

PMs or LMs will sometimes place a pupil on 'Daily Report', which is a means of monitoring behaviour from lesson to lesson. There are different kinds of reports each with their own purpose. Parents are asked to sign the report and return it to school. There are four types of report: green, amber, blue and white. Reports are intended to support pupils in making positive choices regarding their behaviour.

Colour	Reason/meaning of the report
Green Checked by PM daily	<ul style="list-style-type: none">• Negative attitude to learning, behaviour• Conversation with parents and pupil, targets agreed by the pupil• Support report (support to meet targets and think about learning)• A time limit set to be followed by a review of the report
Amber Checked by LM daily	<ul style="list-style-type: none">• Continuation or escalation of behaviours that led to the pupil being put onto the green report

White – Positive Report	<ul style="list-style-type: none"> • Positive Reports will be used specifically for pupils who have low self-esteem. Teachers are only able to communicate the positive things that the student has done in that lesson on the report and not reference any poor behaviour. It is hoped that this will help pupils to see that teachers do recognise it when they try, which some find hard to acknowledge.
Checked by PM daily	

School Counsellor

As part of our commitment to wellbeing, we offer further support to pupils through counselling and mentoring opportunities – both in and out of school. Pupils between the ages of 11 and 18 can sometimes be overtaken by events both in and out of school and, as a result, struggle to cope. We offer such pupils the option of working with fully trained counsellors who give the pupils the time they need to explore the situation they find themselves in. Together they try to identify routes forward. The counsellors might invite families in to join the discussion if this is felt by all parties to be helpful. If you feel that a pupil may benefit from talking to a counsellor or mentor, please contact the relevant PM.

27.3. Team Around the Pupil Meetings

The primary aim of behaviour related intervention at Hardenhuish is to find appropriate ways of maintaining a pupil in school, ensuring their wellbeing is supported and guaranteeing their right to an education. Although this may involve considering alternative provision for the pupil for either short or long term, it will predominantly support the pupil in managing their current timetable more successfully. It is clear that a collaborative approach and full and clear communication between all involved is crucial if these pupils are to be fully supported in making a success of their time at Hardenhuish School.

A pupil should be discussed at a Team Around the Pupil (TAP) meeting when:

- their behaviour is causing widespread concern despite the full range of rewards and sanctions being used and evidenced
- they are preventing learning from taking place
- the disruption is in a number of subject areas
- the disruption is over a prolonged period of time
- intervention by classroom teachers, Curriculum Leaders and Learning Manager has had little or no impact

The basis of discussions at TAP meetings is the *Team Around the Pupil Checklist*, and the meetings bring together the Headteacher, Senior Leaders responsible for Behaviour, Attendance and Safeguarding, SEN, year teams and any other relevant staff to discuss any additional support or intervention. This may include:

- Adaptations to the curriculum
- Monitoring or mentoring in the Soane Room
- Alternative provision
- Work experience

- A review of learning needs (My Support Plan completed/EHCP review)
- Referral or involvement of specialist services (for example the Virtual School, Social Care, CAMHs, School Nurse or the Educational Welfare Officer)
- Fresh Start (a trial period in a different school).
- Completing an Early Help Assessment and setting up regular Team Around the Child (TAC) Meetings.

28. Fresh Start Protocol

In certain circumstances a Fresh Start to another school may enable a student to improve their behaviour and attitude, break out of difficult peer group relationships, attend regularly and make the expected progress.

Before a fresh start is arranged the school must ensure that:

- Everything possible has been done to tackle the problem in the original school
- The students and parents/carers are fully involved at all stages
- The student understands exactly how things need to change
- Targets are clearly achievable
- The introduction to the receiving school is a positive experience.

Each school will identify a member of staff to take responsibility for the coordination and monitoring of fresh start within the school. The sending school will call a meeting with parents/carers and all agencies involved, this will be the opportunity to discuss the fresh start in principal and possible schools. Issues for consideration are:

- Parental preference
- Individual students in possible receiving schools and the make-up of year groups
- Ongoing transport arrangements

The sending school:

- Maintains responsibility for the student
- Will approach the agreed receiving school and arrange a meeting for the student, parents/carers and a representative of the sending school. At this meeting the process of entry to the receiving school should be arranged, including targets and uniform issues
- Will send all relevant information to the receiving school, including for KS4 details of all ongoing and completed coursework and continuous assessment
- Will pay any specific expenditure for the student, including FSM and transport.

The receiving school:

- Will be expected to identify a key member of staff to provide support
- Will organise an appropriate curriculum matched to the needs and ability of the student and in KS4 will try to match option choices as much as is possible

The details of the fresh start agreement will be completed at the meeting held by the receiving school. This formal agreement should be signed by the Head teacher or their representative of both the receiving and sending school, the student and the parents/carers.

The fresh start would normally last for 12 school weeks, but this is flexible and can be changed according to the needs, progress and best interests of the student. The receiving school should arrange regular formal meetings to track targets and progress to which the sending school should be invited.

If the fresh start is successful, the student should be taken on roll (registered) with the receiving school after written agreement with the sending school. Up until this time the sending school should still have the student on roll.

29. Alternative Provision

For some pupils a more vocational route through the curriculum is suitable once they are 14 years old. More vocational pathways may involve additional periods of time of work experience. Such alternative pathways seek to involve pupils in lessons that will prepare them for work and reduces the number of GCSEs that have to be taken.

Occasionally it is appropriate for a handful of KS4 pupils to follow full or part time courses at an alternative provider.

The majority of pupils on such courses at alternative establishments are placed on them with the agreement of pupils and their parents. However, should this not be the case, the headteacher, on behalf of the governors, can direct attendance at alternative provision provided notice is given to parents with clear information about the course, establishment and clear reasons why this alternative provision is able to meet the needs of the pupil and that the decision is a reasonable one.

The school has a system of tracking the progress of pupils who follow alternative routes through Key Stage 4 (KS4) and this reviewed regularly by key members of staff; any changes to provision made as an outcome of such reviews are communicated to parents.

30. Appendix 1 – The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child sets out the rights of every person under 18 and how those rights should be met. It is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention on 20 November 1989 and it was ratified by the United Kingdom in 1991.

The rights set out in the Convention imply a duty on adults to ensure that these rights are realised. If all children and young people are to fulfil their potential and learn in rights-respecting environments, then adults have a responsibility to model rights-respecting behaviour:

1. The government and its departments (including local authorities and **schools**) need to make the Convention known to all children, young people, parents, carers and the community as a whole.
2. Everyone working with children and young people needs to be fully aware of the Convention and ensure that it informs their policies and underpins their practice.
3. Parents and carers are responsible for ensuring they model rights-respecting behaviour in bringing up their children.
4. Schools are responsible for promoting a rights-respecting environment and for developing an understanding that rights apply equally to everyone globally.
5. Children and young people should be given opportunities to learn about the wider world and understand their responsibilities to ensure everyone can fulfil their rights.

Please refer to <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx> for the full text on the UNCRC

31. Appendix 2 – Uniform and Expectations



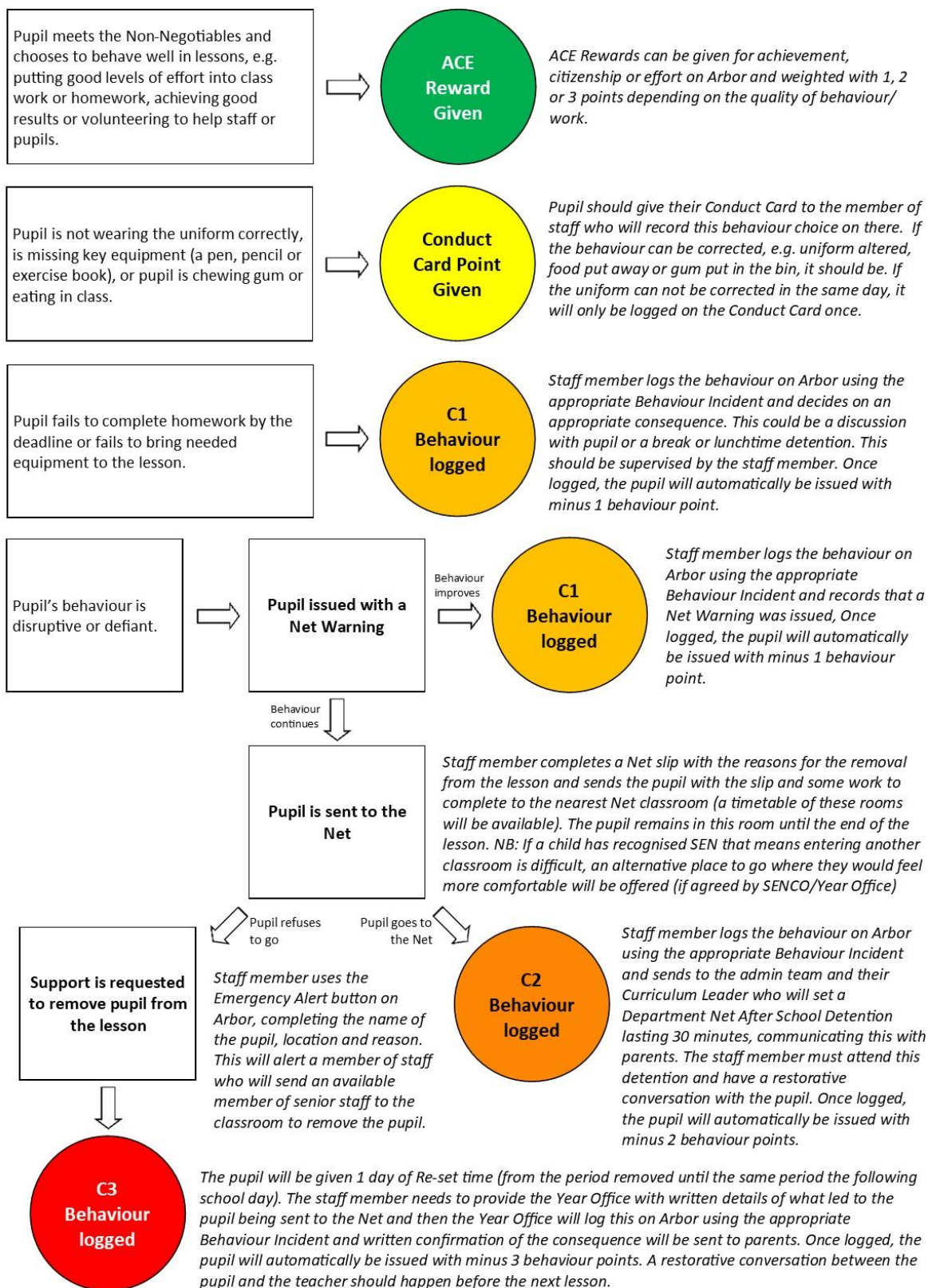

What does our uniform at Hardenhuish look like?

<p>Earrings</p> <ul style="list-style-type: none"> ✓ One pair of small sleeper or stud earrings may be worn (one in each ear) ✗ Must not be worn in PE lessons – so new ear piercings should only be done at the start of the Summer holidays <p>Skirts</p> <ul style="list-style-type: none"> ✓ Black, tailored skirts ✓ When a pupil stands upright and places their hands by their sides with their arms straight, the skirt should be longer than their fingertips ✗ Skirts must not be rolled up <p>Shoes</p> <ul style="list-style-type: none"> ✓ Black, suitable for walking around our school ✓ Laces should be black ✓ Flat heeled ✗ No logos of other colours visible ✗ No shoes made of canvas, mesh and other non-waterproof materials 	<p>Jumpers</p> <ul style="list-style-type: none"> ✓ Hardenhuish green with gold stripe and school logo ✓ Must be worn between October 1st and May 1st  <p>Ties</p> <ul style="list-style-type: none"> ✓ Green tie with school logo ✓ Should be worn to cover all visible buttons 	<p>Coats</p> <ul style="list-style-type: none"> ✓ Must be weatherproof ✗ Must not be worn during lessons ✗ Denim coats, fleeces, sweatshirts or hoodies are not allowed <p>Shirts/Blouses</p> <ul style="list-style-type: none"> ✓ White, short or long-sleeved shirt or blouse ✓ All buttons must be done up (including top button) ✓ Maximum of one pocket ✓ Plain white vests or t-shirts can be worn underneath for extra warmth ✗ Shirts/blouses must not be untucked (except at lunchtime) <p>Trousers</p> <ul style="list-style-type: none"> ✓ Black, tailored trousers ✓ Belts (if worn) must be plain, black or dark brown and threaded through trouser loops ✗ Not drainpipe or tight style. No denim <p>Shorts</p> <ul style="list-style-type: none"> ✓ Black, tailored knee length shorts
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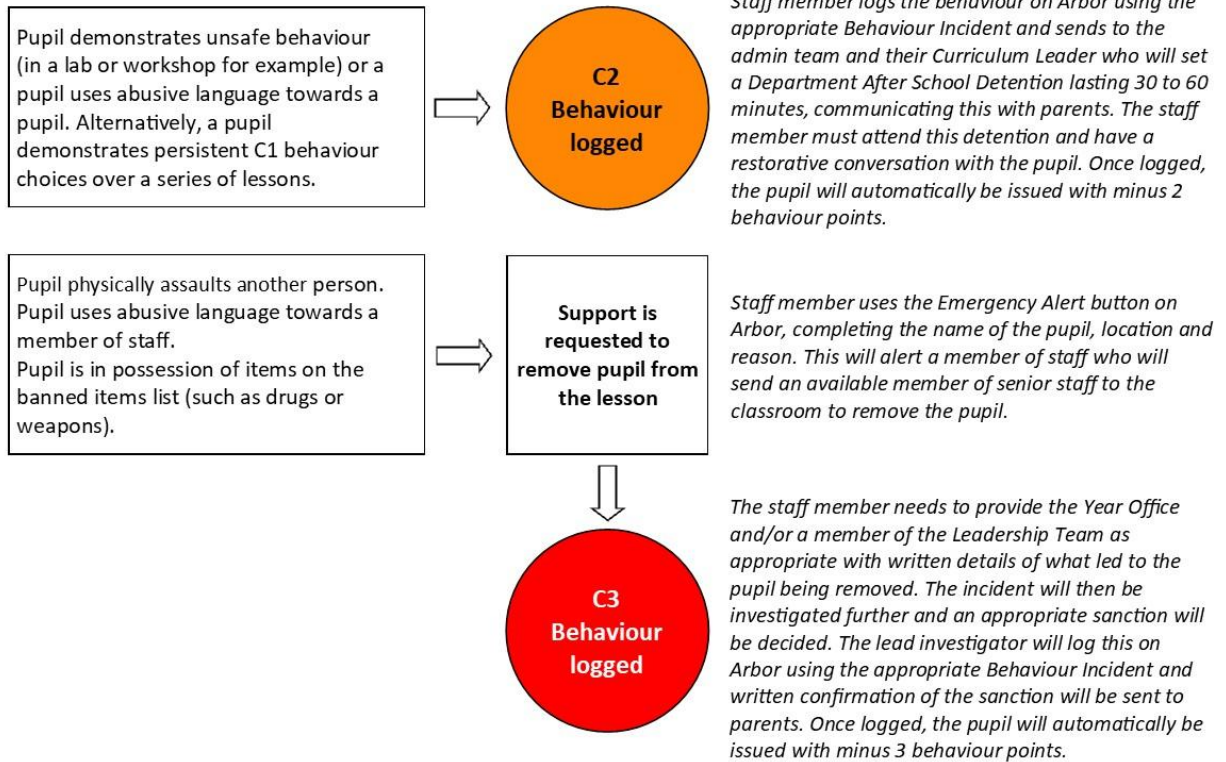
32. Appendix 3 – Responding to Behaviour and Sanctions Summary

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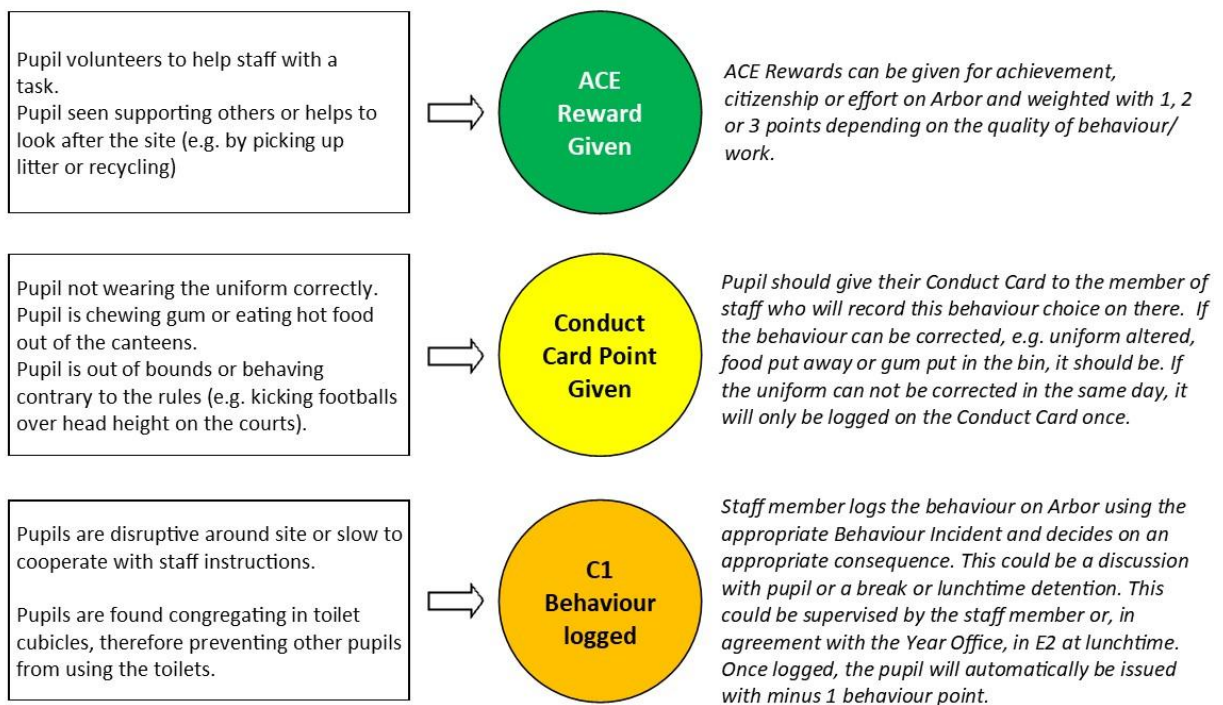
Responding to Behaviour Choices in Lessons



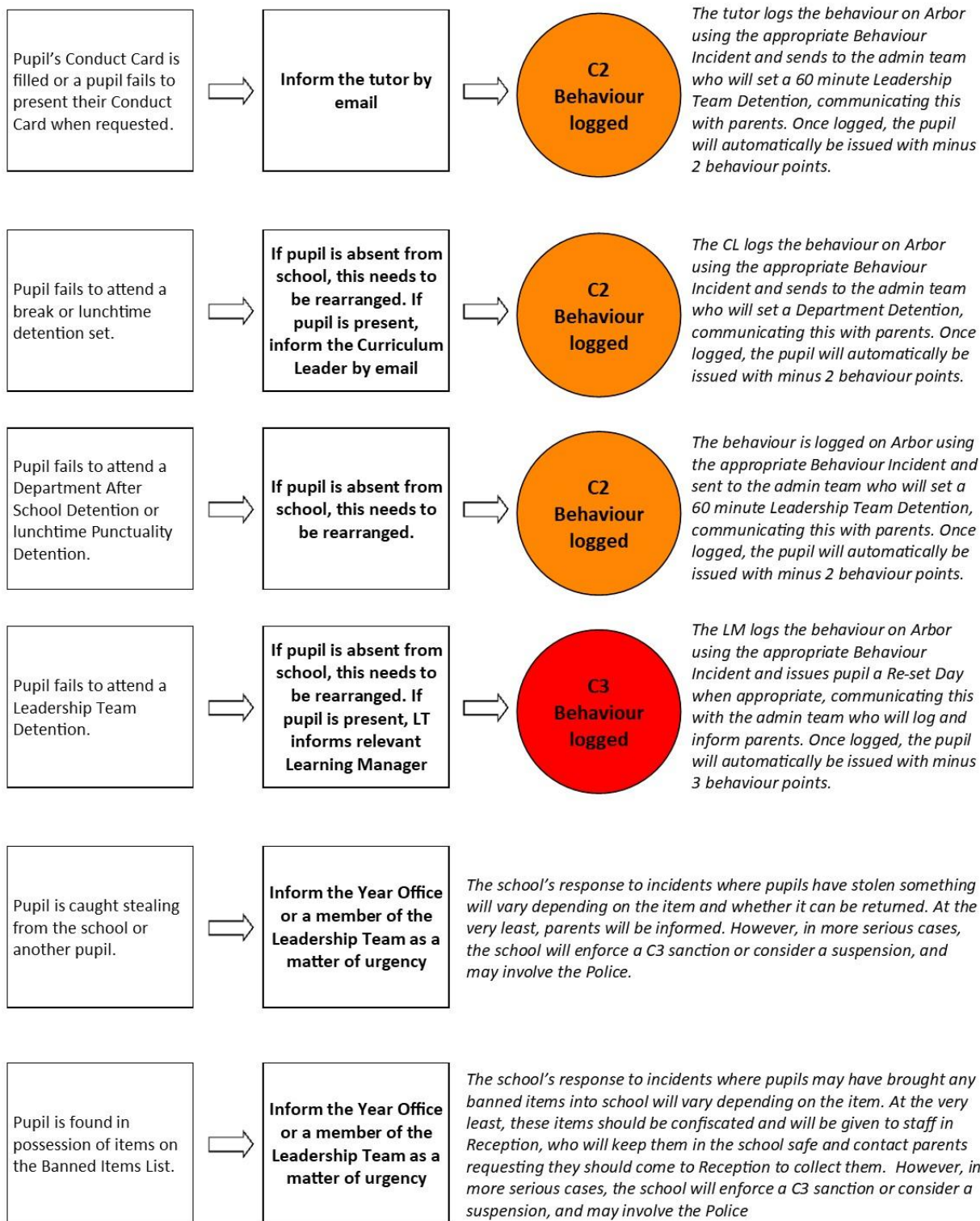
Responding to Behaviour Choices In Lessons continued



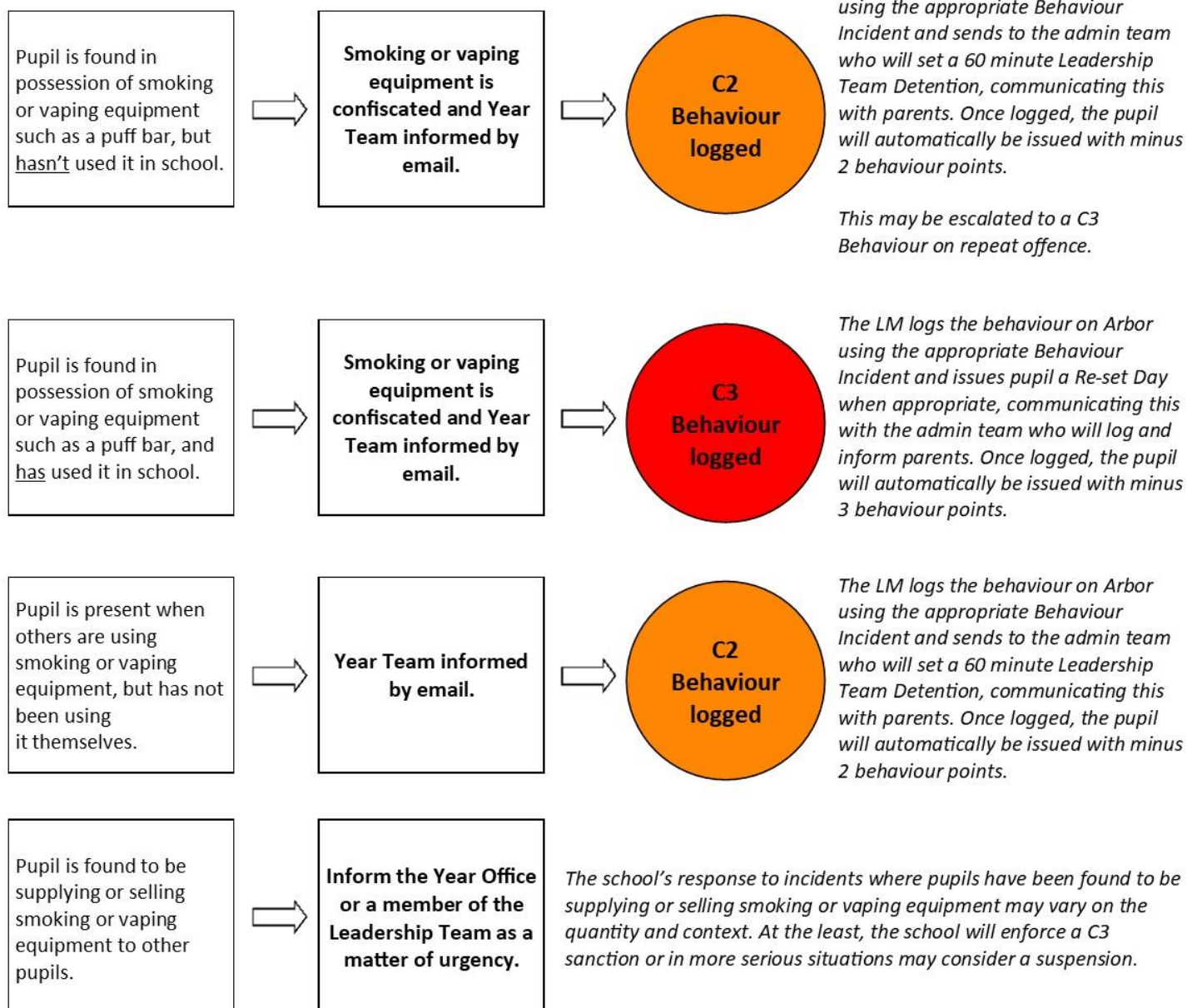
Responding to Behaviour Choices Outside Lessons



Responding to Other Behaviour Choices continued



Responding to Other Behaviour Choices continued

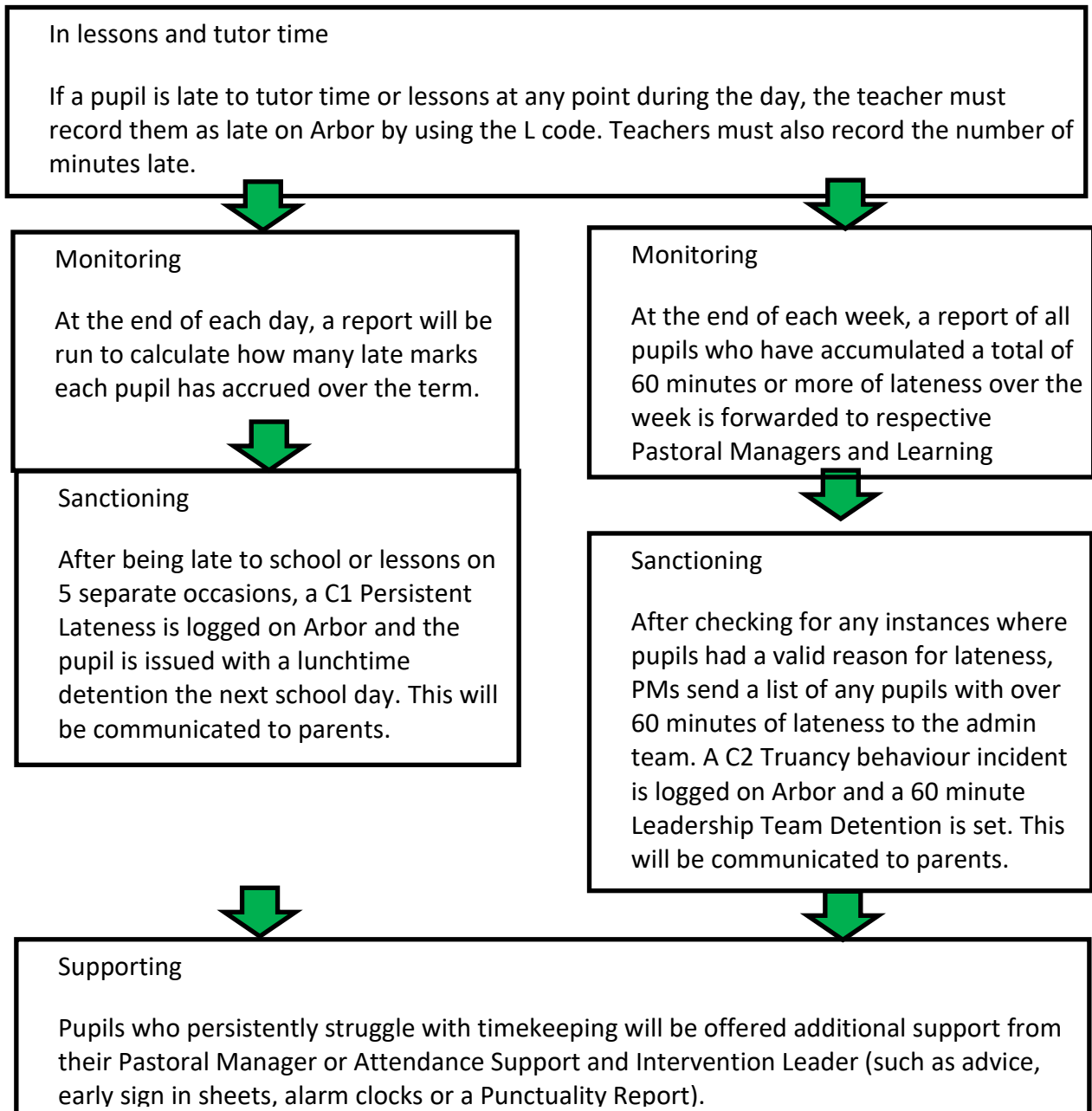


Sanctions Summary

Sanctions	Example Reasons (Please note: this is not an exhaustive list and is intended as a guide. The context may change the outcome)	Supervised by	Recorded on Arbor	Parents Informed
Break Time Detentions <i>Break time detentions can be issued to a pupil by a member of staff. Break time detentions can be run on the day they are issued (i.e. straight after the end of period 2) or within the same week.</i>	C1 Offences In Lessons e.g.: ➤ Disruption ➤ Failure to complete homework by the deadline. ➤ Persistent failure to bring equipment to the lesson. ➤ Slow to cooperate with staff instructions.	Class Teacher	Yes (date and time of detention not required)	Optional
Lunchtime Detentions (Departmental or Pastoral) <i>Pupils can be detained for 20 minutes during lunchtime. Lunchtime detentions can be run on the day of the incident or within the following week.</i>	C1 Offences in Lessons. e.g.: ➤ Disruption (not sent to NET). ➤ Failure to complete homework by the deadline. ➤ Persistent failure to bring equipment to the lesson. ➤ Defiance of staff instructions. C1 Offences out of Lessons. e.g.: ➤ Persistent disruption around site. ➤ Defiance of staff instructions. ➤ Persistent uniform infractions.	Teacher (or colleagues within or across Curriculum Areas. PMs	Yes (date and time of detention not required)	Optional
Department After-School Detentions (including NET Detentions) <i>After school detentions can last for up to an hour (NET detentions last 30 minutes).</i>	C2 Offences In Lessons. e.g.: ➤ Persistent disruption (sent to NET). ➤ Persistent C1 choices over a series of lessons. ➤ Unsafe behaviour (in a lab or workshop for example). ➤ Swearing or abusive language towards another pupil.	Teacher (or colleagues within or across Curriculum Areas.	Yes (details provided. Date and time of detention logged).	Written confirmation must be sent to parents.
Leadership Team Detentions <i>Detentions will take place in a designated classroom each week and are supervised by a member of the Leadership Team. They will take place from 3-4pm.</i>	Other C2 Offences: ➤ Missed Department After School Detention or Punctuality Detention. ➤ Persistent lateness to school and/or lessons (60 minutes or more per week). ➤ Persistent C1 choices around site. ➤ Unsafe behaviour around site. ➤ Swearing or abusive language towards another pupil. ➤ Truancy (not leaving site).	LT	Yes (details provided. Date and time of detention logged).	Written confirmation must be sent to parents.
Re-set Day <i>Removing pupils from lessons and social times for a fixed period of 1 day can be set as a sanction if agreed by PMs/LMs or a member of the Leadership Team. These sanctions will be supervised in H3. They may start half way through the day and continue to the same point the following school day. If pupils do not meet the expectations for effort or behaviour in re-set then their time may be extended.</i>	C3 offences: ➤ Missed Leadership Team Detention ➤ Persistent C2 offences (inc. bullying and smoking). ➤ Fighting or physical assault ➤ Swearing and/or extreme rudeness to a member of staff or pupil. ➤ Truancy (leaving the site). ➤ Possession of some banned items.	PM/LM/LT	Yes (details provided. Date and time of detention logged).	Written confirmation must be sent to parents.
Internal Suspension or Suspension <i>An Internal Suspension will be under the supervision of senior staff for a period of at least 2 school days. In some instances, a day of internal Suspension may well start earlier and finish later than a normal school day. A suspension involves a pupil not being permitted on to the school site for a period of time. Work will be emailed home for the pupil to complete.</i>	➤ Persistent C3 offences ➤ Physical assault ➤ Swearing and/or extreme rudeness to a member of staff or pupil. ➤ Possession of some banned items. ➤ Behaviour that harms the reputation of the school.	Senior staff if Internal Suspension or parents if Suspension.	Yes (Dates and details provided)	Written confirmation must be sent to parents. All Suspensions will result in a readmission meeting with parents.

33. Appendix 4 – Hardenhuish School Punctuality and Lateness Protocol

At Hardenhuish School, we recognise that pupils being on time to school and to lessons is vital. Arriving late to lessons can be very disruptive for both pupils and teachers. Being late for school and lessons also reduces learning time; if a pupil is 5 minutes late every day they will miss three days of learning each year. To ensure that pupils who are regularly late are sanctioned consistently and/or that those needing extra support with their punctuality receive it, this protocol needs to be followed.



34. Appendix 5 – Suspension and Exclusion Procedures

34.1 Internal Exclusion

In certain circumstances, such as gross insolence towards a member of staff, violence towards another pupil or repeated C3 offences where Re-set has not had resulted in a change of behaviour, it may be deemed appropriate to suspend pupils internally for a specified number of days, which will be a minimum of 2. In this time they will be under the supervision of staff. In some instances, a day of internal exclusion may well start earlier and finish later than a normal school day.

During an internal suspension pupils work in secluded yet visible places. The opportunity is also available to work restoratively on the reason for the suspension.

The decision to Internally Suspend a pupil can only be made by a member of the Leadership Team and a formal letter is sent to parents from that person to confirm the sanction and the reasons for it.

A readmission meeting with the pupil, their parents and a member of the Leadership Team will be held before the pupil is allowed back into the mainstream school. It could be agreed that a gradual reintegration is needed to maximise the possibility of a successful return to lessons.

34.2 Suspension

For persistent breaches of school discipline or one-off acts of very serious misbehaviour, such as recording images of pupils/staff that is broadcast, violent or abusive behaviour, possession of some of the items on the banned items list or using illegal drugs, then pupils may be given a suspension from school for a period of time.

34.3 Procedure for Suspension/Fixed Period Exclusion

- HT decides whether a suspension is warranted. If this is approved:
- LM/Assistant Headteacher send details, including reason for suspension, dates of suspension and date and time of readmission meeting, to HT PA
- HT PA prepares appropriate standard letter and attaches Information for Parents and Carers booklet
- HT PA books room for readmission with Reception and informs LM/AHT
- HT signs letters
- Copies of letter go to:
 - Senior Educational Welfare Officer at County Hall
 - Link Governor
 - LM
 - Special Educational Needs Co Ordinator (SENCO) (if appropriate)
 - Attendance Officer
 - Office File

NB If the pupil lives outside of Chippenham and is entitled to school transport, Passenger transport at County Hall need to be informed to ensure that the pupils does not use school transport during their period of suspension.

34.4 Permanent Exclusion

The school is committed to not permanently excluding students. Instead, full time alternative provision is likely for students whose behaviour has not improved as a result of all the sanctions and interventions outlined in this policy or for any of the following one-off incidents: serious violence, supply of illegal drugs, carrying an offensive weapon, sexual abuse and unauthorised recording of conversations/images of pupils/staff that is broadcast.