

Hartismere School



Behaviour and Discipline Policy

Policy No.2

Introduction

Hartismere School bases its approach to matters of behaviour and discipline on the principles that have been written by the Governors and that have been consulted on and shared with staff, students, partner primaries, neighbours to the school and local employers, as well as the local authority. These are stated below:

The Governors' Statement of Principles

This statement has been drawn up under the Education and Inspections Act 2006 (s.88), having due regard to statutory guidance by the Department for Education (DfE) and after consultation with the Leadership team, other members of the School community, students and parents/carers.

1. Background

The objective of these principles is to help provide a safe and structured environment in which teachers can teach and students can learn, in order to fulfill the Governors' general responsibilities or duties to:

- promote good behaviour and discipline;
- promote high standards of educational achievement at the school;
- promote the well-being of students, their protection and community cohesion;
- ensure that vulnerable students receive behavioural support;
- eliminate discrimination and promote equal opportunities for all groups of students;
- ensure the health and welfare of staff;
- support the teachers in the management and improvement of students' behaviour; and
- promote safe conduct in the use of the internet

2. The School's ethos and moral code

These principles reflect the school's ethos and moral code, which are:

'Hartismere retains a traditional but friendly ethos combining high academic standards and rich extra-curricular opportunities with a caring approach to young people.

The school's motto *Discamus ut Serviamus* suggests our core values and ethos. The children both 'learn and serve'. The school will aim to provide a superb academic education which is rounded out by opportunities to give to and become ever more a part of our Community.

3. The School's Policy on Behaviour and Discipline

This statement is one, not of practice, but of principles, which the Headteachers must observe when developing the school's behaviour policy. The policy must include the School Rules and any particular measures agreed by Governors and within their remit.

4. The Principles

The school's Behaviour Policy must make clear, the respective rights and responsibilities of all members of the school community, including parents/carers.

In addition to this statement, the Governors advise members of staff, participating in the development of school policies or otherwise, about the existence and extent of their legal powers, to ensure that they are confident that the Governors will support them in the exercise of those powers.

5. Aspects of the Behaviour Policy

In accordance with the advice of the DfE, the Behaviour Policy, whether set out in the Behaviour Policy statement itself or in other school policy statements, must also include:

- a) the authority to screen and for an authorised member of staff to search students;
- b) power to use reasonable force for restraint or control or make other physical contact;
- c) power to discipline beyond the school gate;
- d) pastoral care for school staff accused of misconduct; and
- e) when a multi-agency assessment should be considered for students who display continuous disruptive behaviour.

All of the above must have due regard to and reflect the Governors' duty under the Education Act 2002 (s.175) to ensure the safeguarding and promotion of the welfare of children and their general duty to eliminate discrimination under the Equality Act 2010.

The Headteachers must also have regard for the law and statutory guidance issued by the DfE from time to time.

6. Enforcement of the Behaviour Policy

In particular, it is important that the Behaviour Policy, including any relevant policy statements, should be:

- a) publicised to staff, parents/carers and students at least once a year or continuously and accessibly on the school's website and at its reception;
- b) fairly, justly and consistently enforced across the school by a system of penalties and rewards;
- c) clear as to the standard of behaviour expected of students; and
- d) clear as to teachers' powers to discipline, both on and off the school site;

The school, by means of the Home-School Agreement or otherwise, should inform parents/carers and obtain their acceptance of its expectation, where possible, that they should encourage their children to show respect to all school staff and to each other and support the authority of the school to discipline their children.

The Policy

Expectations

We expect all of our **students** to:

- Put others first
- Respect their teachers and other school staff
- Respect other students
- Take a pride in their work
- Wear correct school uniform with pride
- Listen carefully to their teachers, other school staff and fellow students
- Avoid using words or actions to hurt or threaten others emotionally or physically in or on the way to and from school or via the internet
- Get to lessons punctually
- Arrive at lessons with the correct books and equipment
- Listen carefully when their teachers speak
- Listen carefully when others comment in class
- Remain on the set task at all times
- Participate positively and willingly in lessons
- Complete work set and hand it in on time
- Represent the school well when outside school
- Follow instructions given by a member of staff
- Comply with these rules during the journey to and from school, school visits, fixtures or any other off-site activity undertaken under the direction of the school
- Desist from wearing smart watches or using mobile phones during the school day but to focus on learning instead.

We expect the **parents** of our students to:

- Be examples of speech, attitudes and behaviour that are respectful of others including members of staff and students
- Support the highest standards of behaviour in their own children and support the approach to discipline taken by the school
- Deal maturely with situations in which the family may have been affected by separation or divorce in recognition of the needs of their children, not using the education of their child as a means of dispute with the other parent

- Communicate calmly with staff over sensitive issues without over-reacting to situations and especially to those in regard to which they have only partial knowledge
- Ensure their children refrain from engaging in internet behaviour that exposes themselves or others to any form of bullying and therefore, from websites in which these behaviours are most common. The school recognises that this often requires moral strength on the part of parents but that no website is essential to the social well-being of children
- Ensure that they make every effort to ensure that their children attend school as often as possible when they are well enough and permitted to do so
- Support rewards and sanctions fully for example in attending awards and celebrations where practicable and supporting detentions and other sanctions set by the school so as not to undermine the school's authority
- Support their children by providing a steady home environment with good routines of sleep, homework and recreation as families
- Take a keen interest in their children's learning and future aspirations
- Keep the school well informed about issues that may affect their child e.g. illnesses, bereavement and other significant upsets

We expect our **staff** to:

- Be examples of speech, attitudes and behaviour that are respectful of others including members of staff, parents and students
- Support the approach to discipline taken by the whole school as detailed by the Headteachers to ensure a consistent approach
- Remain calm, avoid shouting in recognition of its limited value
- Listen carefully to students
- Record all behaviour issues as required by the Headteachers on school systems like the 'Go for schools' system
- Use specific praise liberally to acknowledge and encourage good behaviour both verbally and through school systems
- Take a keen interest in their students as individual people
- Follow the school's procedures for safeguarding

Detentions

Where 'after-school' detention is to be used, parents will usually be given 24 hours' notice (either verbally or in writing), though the academy has no obligation to provide this. Some parents may agree to immediate after-school detentions that same evening, as this is likely to have more impact in modifying behaviours. Parents may wish to discuss the implementation but cannot overrule the decision made by the school.

Rewards

In order to reward students for the high standards of behaviour that the school expects, students may receive:

- Verbal and written praise, for the students and their parents.
- Positive comments recorded on the school's information management system.
- HartPoints
- Recognition within the school and wider community through, for example, assemblies, certificates, celebration boards, tea parties, celebration assemblies, Headteacher's awards, newsletters and press releases, trips and visits.
- Their behaviour record will be taken into account when conferring upon them positions of responsibility (Head Girl/ Boy, prefects, sports captain etc.).

Sanctions

The school will use sanctions to respond to unacceptable behaviour. We will apply sanctions with fairness, consistency, flexibility and proportionality.

Where sanctions are used, we will explain the reason for the sanction, what changes in behaviour are needed to avoid future sanctions, and that the sanctions are a response to the behaviour and not to the individual.

When deciding on appropriate sanctions the school will take into account: the age and the health of the student, any specific needs the student may have, their previous record of behaviour, the severity of the unacceptable behaviour and the likelihood of repetition, the extent to which the unacceptable behaviour may have affected others, where the unacceptable behaviour took place, and whether the student was a part of a group.

The following sanctions are available to the school but do not represent a staged approach of necessity and will be used in the order that an assessment of each individual suggests is best. For example, in some cases of particular need it may be necessary to move quickly to an external referral, in others to a permanent exclusion.

- Verbal or written reprimand
- Parental contact
- A negative comment recorded on the school's information management system.
- Removal from the classroom to another location within the school, usually the Silent Working area
- Teacher, Department, Head of Year or Senior Staff Detention
- Community service
- Loss of privileges including break, lunchtime, access to areas of the school site during social times including the fields and also to school activities, events, visits and fixtures
- Confiscation of items, the possession or use of which, may contravene the school's rules and disrupt the learning environment such as illegal substances, electronic devices, weapons, vaping paraphernalia or cigarettes
- Time spent in the Silent working area
- Fixed term suspension
- Permanent exclusion

The Silent Working area is a place where children are situated and supervised for part or full days as a sanction. It can be used, at the discretion of school staff, to allow children to be in a safe and supportive area with a member of staff.

There are facilities in this area that allow for the continuation of learning. This learning may include bespoke work delivered as part of a restorative programme, or online work set through the school website, which matches the programmes of study the child would be following in class.

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)

Bullying

Bullying is usually a sustained willful act with a conscious desire to hurt, threaten or frighten someone else. This can be through various methods, including physical bullying, verbal bullying or cyber-bullying.

Pupils are encouraged to report any instances of bullying via yellow forms available at various points around the school or to an appropriate adult, such as a form tutor or Head of Year, promptly. Information about types of bullying, impact and reporting incidents is addressed regularly with pupils, via assemblies, life lessons and the RSHE program.

Prejudice-Related Incidents

The school follows Suffolk County Council guidelines in identifying and recording prejudice-related incidents on a specific form, that is actioned and filed appropriately. Incidents may include, but are not limited to the definition of racist incidents suggested by recommendation 12 of the Macpherson report (Stephen Lawrence Inquiry) February 1999.

Child on child abuse

This may involve bullying, or be a one off instance of abuse or ongoing peer pressure. Child-on-child abuse may include peer pressure over substance abuse; sexual exploitation or extortion. This can sometimes be described as child-on-child abuse but may actually cover child sexual exploitation or child criminal exploitation, as detailed in Keeping children safe in education September 2025. Lessons in RSHE explicitly look at this and there are procedures in place to deal with this.

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. Students 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 and decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report, carrying out risk assessments, where appropriate, to help determine whether to manage the incident internally, refer to early help, refer to children's social care or report to the police

Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school community
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

Behaviour incidents occurring outside of the school premises

The DFE stipulate that teachers have the power to discipline students for misbehaving *outside of* the school premises. This can relate to incidents occurring anywhere off the school premises, such as online, offline, on school or public transport, outside the local shops, or in a town or village centre.

Whilst we will endeavour to address behavioural concerns brought to our attention that happen outside of the school setting, we are restricted in our ability to investigate incidents posted on social media that are inaccessible to us.

Where behaviour incidents occurring outside of school are reported to school staff, they are investigated and acted upon. In all cases of misbehaviour or bullying, the teacher

can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the member of staff.

The Headteachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteachers the power to regulate students' conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.

Members of the schools' leadership team are responsible for determining whether it is appropriate to notify the police or the anti-social behaviour coordinator of the action taken against a student.

If the misbehaviour is of a serious nature or poses a significant threat, it is likely to include appropriate outside agencies such as the police.

Incidents where a student has made malicious allegations against school staff or other students

Following investigation in accordance with the school's 'Statement of Procedures for Dealing with Allegations of Abuse Against Staff', any student who is found to have made a malicious allegation against a member of staff, or other students, will be issued with a sanction.

This sanction will take into context the student's individual circumstances and the nature of the allegation. The sanction may involve the student being placed in the silent working area.

Whilst under sanction, appropriate restorative work will be offered and a pastoral mentoring programme followed, completed under the guidance of the child's year team.

Affected staff will be offered the school counselling service and coaching programme to support their wellbeing.

Support Strategies

The school recognises its responsibilities to help our students to modify unacceptable behaviour and where appropriate and feasible provide an environment in which acceptable behaviour can develop. It also recognises the responsibility of students to help themselves and the crucial responsibility of parents to provide support too. Any support strategy will be most effective when it is based upon the agreement and cooperation of all those involved, not least the student, their parents or carers and the school staff.

Support strategies available to the school include:

- Progress report
- Behaviour contract
- Support programme from the schools' pastoral team

- Referral to the PRU is available although it is recognised that costs, including transport costs levied by local authorities may make this impracticable in some cases
- Alternative provision
- Referral to external support services
- Managed move
- Mentoring programme
- Early Help Assessment

Physical Intervention

Physical intervention by a member of staff should only be used as a last resort in order to prevent personal injury to the student or injury to others, to prevent serious damage to property, or in what may be reasonably regarded as exceptional circumstances.

Where physical intervention has been used to manage a student's behaviour, this must be reported to the Headteachers along with a written statement of the circumstances of the physical intervention, the names of those directly involved and of any witnesses.

Roles and Responsibilities

It is the school's responsibility to ensure that teaching, learning and socialising take place in an environment that is safe and secure for all of its members.

The Headteachers, or their appointed representative, are responsible for the implementation and management of this policy.

Staff, in turn, will be responsible for ensuring that the policy is adhered to on a day-to-day basis. Staff have a duty to model the high standards of behaviour expected of our students and to maintain the quality of learning and social environment in which good behaviour thrives.

The Headteachers will establish the Behaviour Policy and will review it on a regular basis. They will ensure that all parents, carers, staff and students have reasonable access to this policy. The Headteachers will monitor the effectiveness of this policy by an annual review of behaviour in school which includes student interviews, visits to classes, visits to social time areas and an examination of statistics related to behaviour. This will be followed by a written and verbal report to the Governors. The Governors will support the Headteachers and staff in maintaining the school's high standards of behaviour.

Parents and carers are expected to take responsibility for their child both on and off of the school premises. They will be expected to work positively with the school in developing and maintaining high standards of behaviour from their child. Our students are the ones who ultimately have the most to gain from high standards of behaviour in, and outside of, the school community, and it is they who bear the greatest responsibility in maintaining these standards through self-discipline, mutual support and a willingness to report any incidents which they feel compromise the safety, security, learning and enjoyment of their fellow students and themselves.

This Behaviour Policy will be implemented in conjunction with the following school policies:

Equality Information and Objectives

Child Protection and safeguarding Policy

Special Educational Needs Policy

Allegations of Abuse Against Staff (Policy)

Online policy

Suspension and Exclusion policy