



Behaviour For Learning Policy

Policy reviewed and updated	November 2025
Date of next review	November 2026
This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate	

1. Statement of Intent/Policy

The purpose of our Behaviour for Learning Policy is to ensure that all members of our community have knowledge of the Behaviour for Learning system and Behaviour Code and follow it to bring about consistency of practice throughout the school. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of these decisions and further the rewards that help make the Policy effective.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and Discipline in Schools](#)

[Searching, screening and confiscation at School](#)

[The Equality Act 2010](#)

[Use of reasonable force](#)

[Supporting students at school with medical conditions](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)

It is also based on the special educational needs and disability [SEND Code of Practice](#)

In addition, this policy is based on:

Schedule 1 of [the Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

[DfE guidance](#) explains that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Role and Responsibilities

The Governing Body

The Governing Body is responsible for monitoring the effectiveness of this behaviour policy.

The Head Teacher

The Head Teacher is responsible for reviewing and approving this behaviour policy. The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Head Teacher is responsible for ensuring that the policy is understood by all stakeholders, that there is appropriate training delivered to support its implementation and for informing stakeholders about the policy. The Head Teacher is also responsible for reporting on its effectiveness to the Governing Body.

Staff

All staff follow the **Behaviour for Learning** approach to teaching. In this way we can be reassured that consistent practice is achieved. The general principles of Behaviour for Learning are as follows;

- Behaviour for Learning provides a clear and systematic approach to managing the standards of behaviour expected of the students
- Staff strive to develop positive relationships with students and create a calm and safe environment
- Staff model expected behaviour and positive relationships
- Staff communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Instructions are given clearly and staff ensure that all students understand them
- Positive reinforcement is used to encourage learning and excellent behaviour. Praise, awards and where necessary sanctions are used to motivate students
- Staff involve parents regularly in student learning
- The Behaviour Plan is followed in all lessons
- Staff are consistent, approachable and proactive when implementing the behaviour policy
- Staff expect excellent behaviour in order to maintain high standards; (refer Appendix 1 - Behaviour Code) and will challenge students to meet the school's expectations
- Staff record behaviour incidents promptly
- The Senior Leadership Team supports staff in responding to behaviour incidents

Parents

Parents are expected to:

- Work with and support the school so that there is a culture where success is celebrated, positive behaviour is reinforced, and high standards of behaviour and conduct are maintained in accordance with the principles of this policy
- Take part in the life of the school and its culture
- Support their child in adhering to the student code of conduct and behaviour policy
- Inform the school of any extra-curricular or out of school successes so that these can be celebrated in school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly
- Take part in any pastoral work following misbehaviour (e.g. Meetings regarding behaviour)

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Students

The role of students is outlined in Appendix 1.

4. Behaviour Plan

The **Behaviour Plan** displays the Rules, Rewards and Sanctions for each teaching area of the school. The Behaviour Plan followed by all staff to establish a consistent approach to motivating correct

student behaviour.

In order to support the use of Behaviour for Learning techniques we have a 60 minute detention system throughout Years 7 to 13. This system requires students who have not behaved to expected standards to attend a 60 minute detention after the school day has finished at 3.00pm until 4pm.

Choices & Consequences

1) a. Consequences of Poor Behaviour in lessons - Sanctions

- **CHANCE** – student will have explained to them the reason for the issue of the CHANCE and then be given a chance to correct their unacceptable behaviour
- **WARNING** – student will have explained to them the reason for the issue of a WARNING and informed that if their unacceptable behaviour continues, they will be removed from the class
- **REMOVAL** - student will be removed from the lesson by a member of the Leadership Group and receive a 60 minute detention to be served on that day

b. Severe misbehaviour: (Swearing at staff; Fighting; Significant disruption to learning; etc.)

- Students will be immediately removed from the lesson by a member of the Senior Leadership Team
- Students to be isolated in the Back on Track facility and have the appropriate sanctions applied, which may include a Suspension

A reintegration meeting must take place between the student, parents, teacher and CL/HOKS, following a removal from a lesson, before the student can return to that lesson.

Any student that has had to be removed from 2 lessons during a period of 1 school day will receive a 1 day internal suspension.

As an alternative to an external suspension, students may be issued with an internal suspension, in our Back on Track room, at the school's discretion. Any student who is in Back on Track has their mobile phone removed from them and returned either at the end of the school day or after the detention if they have one.

5. Behaviour outside of the Classroom/Social Times

Our expectations of behaviour outside lessons and at social times are very high. Students are regularly reminded of these expectations which apply both within the school and wider community. We will ensure that all students, staff and visitors remain safe and secure within the building and as such all staff are required to challenge any unacceptable student behaviour.

Incidents at break, lunchtime, before or after school will be referred to the Head of Key Stage (HOK) or the Senior Leadership Team. HOKs will also deal with issues of truancy, fighting, abuse of another student (verbal, physical, racial or sexual) smoking or drug abuse, damage to property, repeatedly failing to attend a detention in consultation with the Assistant Headteacher (Pastoral) and Head Teacher.

Certain issues should be referred directly to the Senior Leadership Team, namely drug issues, defiance of HOK or CL, abuse of a teacher (verbal, physical, racial or sexual) or a threat of actual physical violence to a member of staff.

6. Out of bounds areas

The following areas in and around the school are out of bounds to students:

- Any areas hashed yellow
- Staff toilets

- Unsupervised classrooms
- Floor 1 and 2 corridors before 8:20am

Students in Years 7-11 are not allowed to leave the school site during the school day without permission.

Students in the Sixth Form are allowed to leave the school site at lunchtime and at other points during the day if privileges have been granted.

7. Punctuality and Truancy

Punctuality is an important discipline for life. If a student arrives late without good reason, they are missing valuable learning time and disrupting a lesson.

- If a student arrives late to school in the morning before 9am, they will receive an RTL (break time) detention that day. If they miss the RTL, they will be issued with an SLT detention after school that day
- If a student arrives late to school in the morning after 9am, they will be issued with an SLT detention after school that day
- If a student is late to two lessons within 5 days, they are issued with an SLT detention
- If a student arrives more than 10 minutes late to a lesson without a valid reason, this will be deemed as truancy and they will be issued with an SLT detention after school that day

8. The School's jurisdiction

This policy applies to students at all times while they can be considered to be under the School's jurisdiction. Aside from the normal school day, this may be when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from the school
- wearing school uniform
- in some other way identifiable as a student at the school

In addition to the above, the school is also permitted to sanction students for criminal behaviour which happens outside of the school, as well as for non-criminal misbehaviour or bullying which happens outside of the school which:

- could have repercussions for the orderly running of the school
- poses a threat to another student, a member of staff or a member of the public
- could adversely affect the reputation of the school

When students are wearing school uniform, they are expected to wear it properly and to conduct themselves appropriately. When they are in uniform, they are identifiable as a Harefield School student and are expected to act as good ambassadors for the school. Should their conduct or appearance be challenged by a member of staff at any time while wearing their uniform, they are expected to respond appropriately, as they would if they were in the school.

9. Exclusions

When a very serious incident has occurred, the school may consider a permanent exclusion for the student. Examples of a serious incident could include the following but this list is not exhaustive; physical abuse or threatening behaviour of a student or adult, racist abuse, sexual misconduct and using or being in possession of an offensive weapon. Should the decision to permanently exclude be made, parents will be informed by the Head Teacher and they will be notified in writing. Parents should refer to the School's Exclusions policy.

If a student is involved in an incident where they have used a weapon or an object that has acted as a weapon, then we may decide to involve external agencies as is appropriate.

If the need does arise to use sanctions, the school's policies should be followed consistently and fairly by all staff. They should act quickly to try to resolve any issues and ensure that any punishment is

proportionate to the behaviour involved.

If a staff member suspects that there has been criminal activity, this must be reported to a member of the Senior Leadership Team and then this will be reported to the police by the Head Teacher or the next most senior member of staff available. Other organisations such as the police may also take action in relation to certain types of behaviour. The school's disciplinary procedures under this policy are separate to any action taken by other organisations.

10. Damage to school property

When property is damaged by a student/student's it should be reported to a member of staff. Depending on the nature of the damage and whether it was inadvertent or deliberate the school will decide whether a charge should be made against those involved in line with our Charging and Remissions Policy. The extent of the contribution will be at the discretion of the Head Teacher and this will be communicated formally to parents.

11. Implementation of Consequences

When implementing sanctions staff will:

- Be consistent
- Be calm & explain what the procedure is
- After correcting the student's behaviour, be positive as soon as is possible

Rewards

The Rewards system is crucial in motivating students and helps to ensure student achievement is recognised and celebrated. The formal system places emphasis on the positive aspects of student performance.

All staff will award students where appropriate by giving them points on Bromcom. Students and parents will be notified when a positive behaviour point is given. Students can trade their reward points for different prizes by completing a Google form which can be found on the Student Intranet.

Exemplar reasons for awarding Merits (not an exhaustive list)

- Demonstrating our school values to the highest standard
- Completion of excellent work relative to the ability of the student
- Excellent contribution or effort in lessons
- For service to the school (e.g. participation in Open Evening) or the wider community (e.g. Fund raising activity)
- 100% attendance

Other rewards (not an exhaustive list)

- Head of Key Stage/Student Manager/Form Tutor Awards
- Value Awards
- Jack Petchey Awards
- 100% Attendance Awards

These awards are issued on a half-termly basis and a tangible reward is provided.

Sanctions

Centralised Detentions

Detentions will be led by staff and students must adhere to the detention code of conduct. Failure to attend a set detention will warrant further sanctions being imposed by the school.

Detentions include the following:

- Ready To Learn (RTL) detentions - daily from 11.10 - 11.30am
- Senior Leadership Team (SLT) detentions - daily from 3:00pm – 4:00pm

Internal Suspensions

On occasions where a student's behaviour is of a more serious nature, they will be issued with an internal suspension. A student issued with an internal suspension does not attend regular timetabled lessons and completes their work in our inclusion room (Back on Track).

Notification of an internal suspension will be communicated by the Head of Key Stage/Student Managers and a formal letter will be sent to parents. Students will work with a member of staff whilst internally suspended to enable a positive reintegration back into lessons once they have successfully completed the sanction.

Disruption of the Back on Track room and/or failure to demonstrate behaviour in line with expectations whilst sitting an internal suspension will result in an external suspension.

12. Behaviour Interventions

Where a student's behaviour is of a concern to school staff, interventions will be put in place to ensure we can track and monitor the ongoing concerns over a period of time.

Behaviour Reports

Where there are concerns regarding a student's behaviour, a behaviour report may be issued. A behaviour report is designed to give the student focus and support in improving their behaviour.

Where a student fails to show improvement in behaviour, the report will be escalated to a higher level. Pastoral staff will contact parents to discuss the seriousness of being on the report and possible consequences of failure to improve. After an agreed time, if the student does not conform to the expectations laid out in the report, appropriate action will be taken, e.g. meeting with parent/escalation of report/internal suspension.

Example reports:

- Student Manager report
- Head of Key Stage report
- SLT report

Behaviour Support Plan (BSP)

Where a student shows a persistently poor attitude to learning and/or inappropriate behaviours at social times, a BSP will be activated to offer additional guidance and support to rectify their behaviour. This will be conducted with parents, students and members of the pastoral team. The unacceptable behaviour will be identified and the issues surrounding these are explored by parents, students and staff. Targets for improvement will be set and any additional interventions identified.

The plan will take place over a period of 6 weeks, with meetings between staff, students and parents every two weeks in order to assess progress. At the end of the BSP period, a decision will be made with regard to requisite improvement in behaviour. Students will either pass the BSP and the plan will end or, if the requisite improvement has not been made, move onto a Pastoral Support Plan.

Pastoral Support Plan (PSP)

Where a student's behaviour has not improved following a BSP or there are significant concerns regarding a student's behaviour, a pastoral support plan will be implemented. A PSP is a 12 week intervention aimed to provide support for students at risk of permanent exclusion. An initial meeting will take place, issues discussed and any additional support identified. Where relevant, external agencies

will be involved in the process in order to support the student in improving their behaviour. Meetings will take place every two weeks thereafter, to discuss progress towards agreed targets.

At the end of the PSP period, a decision will be made with regard to requisite improvement in behaviour. Students will either pass the PSP and the plan will end or, if the requisite improvement has not been made the Headteacher may take the decision to implement higher sanctions, such as a direction of education or permanent exclusion.

The decisions to implement, continue and end behaviour interventions is down to the discretion of the Headteacher, depending on the level of concern regarding the student's behaviour and any further developments that have occurred since the initiation of an intervention.

Bullying

Definition: "Bullying is the deliberate and repeated attempt to humiliate, threaten, frighten or hurt someone"

No member of the Harefield community should have to put up with bullying. Each member of our community has the right to feel, and be, safe while at school. This is important for the student's well-being and also because children who feel safe learn more easily. Bullying in schools is against the law which means that victims of bullying and harassment can seek redress using various aspects of legislation.

Harefield School will treat all incidents of bullying seriously and in a consistent way. We intend to educate bullies so that they stop bullying. We will definitely sanction bullies if we need to in order to stop them from bullying, but in many situations, we will be able to stop the bullying through education. Where appropriate, we will work with students who have been bullied to help them develop self-esteem and the skills to discourage others from bullying them. Please refer to our Anti-bullying policy.

Inappropriate expression of extremist or offensive views, including language with the potential to harass or show extreme disrespect

The school will not tolerate any inappropriate expression of extremist or offensive views (homophobic/transphobic language, racist slur, sexism or any other offensive comments) directed at any student, member of staff, parent/carer or visitors to the school whether directly or indirectly. Should behaviour of this nature arise then the school will issue the appropriate sanctions.

Mobile Phones and smart devices

We recognise that mobile phones and smart devices are part of everyday life for many young people and that they can play an important role in helping students to feel safe and secure when travelling to and from the school. However, phones are also a source of distraction from learning and can provide a means of peer abuse or harassment. Therefore, student mobile phones or smart devices are not permitted to be seen or heard on the school site with the exception of a school chromebook.. If a parent/carer would like their child to travel to or from school with a mobile phone, it must be turned off and in the student's bag or locker throughout the day. If a mobile phone/device is seen or heard by a member of staff, the student will be issued with a 60 minute SLT detention. The school takes no responsibility for any accidental loss or damage to mobile phones brought into school.

Physical Intervention / Positive Handling

The use of physical restraint complies with the Department for Education guidance 'Use of Reasonable Force' 2013. Staff must only ever use reasonable force as a last resort, for example to prevent a student from committing an offence, injuring themselves or others, or damaging property.

Reasonable force is used to either control or restrain a student. Control generally implies passive physical contact such as blocking a student's path or physical contact, for example leading a student

by the arm away from a situation that may escalate. Restraint means to hold back physically or to bring a student under control, such as dealing with students who are fighting and who refuse to separate.

At all times staff should try to avoid causing injury to students and themselves.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Incidents where physical intervention/positive handling has been used will be recorded and signed by a witness and immediately reported to a member of the Senior Leadership Team. The parent/carer will be informed of the incident.

Searching, Screening and Confiscation

On rare occasions school staff may need to search or screen students. The school always follows the guidance from the Department for Education in relation to searching, screening and confiscation.

School staff may search for any item if the student agrees. The Head Teacher and staff authorised by the Head Teacher have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. If prohibited items are discovered as part of a search, there will be a full investigation and an appropriate sanction outlined will be issued.

Prohibited items include items such as: pornography, fireworks, cigarettes/tobacco, vapes, knives or weapons, alcohol, illegal drugs, chewing gum, energy drinks, water pistols and stolen items. Illegal items will always be given to the police. This can include searching the contents of a student's mobile phone, audio recording devices, video recording devices, if it is felt it has been used inappropriately.

The school can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of students.

Use of CCTV

CCTV is widely used in the school to ensure the safety of all staff and students. CCTV footage may be used for disciplinary investigations.

Sixth Form

Sixth Formers at Harefield School have certain privileges. As senior students in the school, they should lead by example and should behave appropriately at all times. They should also show consideration for local residents if they are off-site at any time whilst under the jurisdiction of the school.

In addition to behaving in accordance with this policy, they should:

- sign in and out of school every day
- uphold the high standards of conduct and behaviour at all times if they choose to leave the site at lunchtime
- park safely and responsibly, if driving to school.

They should not:

- congregate in areas likely to cause inconvenience to the school's neighbours

Students should also ensure that if they drive and park near the school site, they need to be considerate of local residents and also uphold and demonstrate the positive behaviour we expect of all students when associated with the school.

Where these standards have not been upheld, the privileges afforded to Sixth Formers could be rescinded and/or other sanctions may be applied.

All Sixth Form students are issued with a lanyard and a school pass which must be worn at all times. They must also adhere to the Sixth Form dress code.

School Visits

Students on a school visit are, at all times, considered to be under the school's jurisdiction. They are expected to conduct themselves responsibly, duly considering the reputation of the school and the authority of the supervising staff. Students must follow any instruction given by the supervising member of staff.

Any form of misbehaviour will be dealt with as it would be in the school. Serious matters will be dealt with upon return under the terms of this policy, according to the nature of the misbehaviour and sanctions may be issued.

Parents should be aware that:

- in the case of serious misbehaviour, a student may be sent home from a visit. A senior member of staff will liaise between the visit leader and the parents;
- attending any form of school visit should be regarded as a privilege not a right. This privilege may be denied any student whose conduct has given cause for concern or where staff feel that a student's behaviour could jeopardise the safety of the student or other students on the visit;
- on rare occasions exclusion from a school visit may be imposed as a sanction, subject to the usual procedures outlined in the exclusions policy.

Sporting Fixtures

A high standard of conduct is expected by students who are taking part in a fixture either home and away. We expect only the very best in sportsmanship as well as behaviour when taking part in fixtures.

Malicious allegations

The school takes accusations against members of staff very seriously but if, after investigation, these are found to be malicious the student or students responsible will face a sanction which could be up to and including permanent exclusion.

SEND students

According to its duties under the Equality Act 2010, the School may in applying the school Behaviour Policy, and other related policies as set out below, follow a differentiated approach and make reasonable adjustments to the parameters laid out in the Behaviour Policy when dealing with students with Special Educational Needs and/or Disabilities. Consideration over a child's SEND status will be taken into account when applying sanctions.

Appendix 1

Behaviour Code

Responsibility: Leadership Group

Students will do their best to behave in a way which shows 'Respect for Learning'.

This means:

- attending each day and arriving on time for school and lessons
- bringing all your correct learning equipment every day
- listening to instructions and following them at the first time of asking
- doing your best and taking pride in all classwork and homework
- making it easy for everyone to learn and for the teacher to teach

Students will do their best to behave in a way which shows 'Respect for Self'.

This means:

- being honest with yourselves and to others
- making good use of your time
- taking good care of yourselves and your property

Students will do their best to behave in a way which shows 'Respect for Others'.

This means:

- being courteous, co-operative and friendly
- showing consideration for other people's feelings and points of view
- making it easy for other people to achieve and being pleased when they do
- taking care of other people's property
- moving around the school safely and sensibly
- abiding by the non-contact rule

Students will behave in a way which shows 'Respect for the School'.

This means:

- wearing all the school uniform correctly
- taking good care of property and the environment, in and around the school
- making sure you always give a good impression of the school
- playing an active part in helping to improve the school and the local community