



ROOKS HEATH SCHOOL
Strive to be your best

BEHAVIOUR FOR LEARNING POLICY

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Introduction

This policy replaces any previous policy and follows the DfE regulations.

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations, we have carefully considered the impact of this policy on equality. The School will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics, race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

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Foreword

Good behaviour in schools is central to a good education. At Rooks Heath like all schools, we need to manage behaviour well so we can provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all students to succeed personally.

At Rooks Heath our Behaviour for Learning Policy involves all members of the school community: students, staff, parents/carers, governors. Student behaviour and development should underpin the values of Teamwork, Resilience, Achievement, Creativity and Kindness referred to as On TRACK.

We expect all students to strive to be their best. If students are to achieve their best, they must be free to learn in a stimulating, encouraging, supportive, consistent and caring environment. Above all, it means students accepting responsibility for their own actions and ensuring that they do not adversely affect the learning of others. When students do misbehave, we will aim to respond appropriately and proportionately using sanctions and pastoral approaches outlined below.

This policy is formulated by the Deputy Head (Pastoral), in consultation with other staff and is monitored by other members of the school's senior management. The policy is subject to annual review by the school's Senior Leadership Group and is subject to approval by the governors of the school.

1. Aims

This policy aims to:

1. Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment where everyone is treated with respect
2. Outline the expectations and standards of behaviour that are expected for students at the school
3. Define what we consider to be unacceptable behaviour, including bullying and discrimination
4. Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and provide a consistent approach to behaviour management that is applied equally to all students
5. Outline the consequences of poor behaviour for students, staff and parents in order to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour
6. Outline the system for rewarding student behaviour to foster a positive learning environment and motivate students
7. Encourage all students to value themselves and their own efforts, their classmates and their school, and to take responsibility for their choices, so that they grow socially, personally and academically
8. Promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect

2. Roles and Responsibilities

Stakeholders

Staff

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied, whilst taking account of the individual needs (SEND, LAC, bereaved, CP, Mental Health) of individual students, e.g. a student on the autistic spectrum may have a different perspective to others and situations may arise that could result in the student needing a different outcome/intervention. Staff will take a best endeavours approach when dealing with incidents of misbehaviour to ensure incidents are dealt with fairly.

Staff are responsible for:

- Creating a calm, safe and pleasant environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards clearly
- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using the school's management information system
- Challenging students to meet the school's expectations
- Abiding by the Home School Agreement
- Treating all students fairly
- Using rules and sanctions clearly and consistently
- Forming good working relationships with parents
- Using the On TRACK system to award students for positive behaviour
- Where necessary referring incidents to the relevant members of staff including Heads of Year and the Senior Leadership Team

The senior leadership team (SLT) will support staff in responding to behaviour incidents where necessary and appropriate. They also have responsibility, with the support of the Head Teacher, for acting as role models, creating a high-quality learning environment, teaching good behaviour, and implementing the agreed policy and procedures consistently.

Governing Body

The Governing Body, Head Teacher and staff will ensure that there is no differential application of the policy and procedures other than in those cases stated above, particularly with regard to ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed. The Governing Body will monitor and review behaviour incidents annually. In particular, they will review the behaviour of vulnerable groups of students and make comparisons, both nationally and with other groups within the school.

The governing body is responsible for:

- Reviewing this behaviour for learning policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

Head Teacher

The Head Teacher will report annually to the Governing Body on the number of exclusions (fixed-term and permanent) and reasons for them, analysed in line with the main equality categories e.g. gender, ethnicity, age (year group), disability, SEND, LAC. Levels of exclusion will also be reviewed by the Governing Body against borough and/or national figures, if available.

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

Parents and Carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to help maintain high standards of behaviour.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy and follow the home school agreement
- Discuss any behavioural concerns with the school promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Abide by the Home School Agreement
- Share any concerns about their child's education, welfare or behaviour with the school
- Take an interest in their child's work and achievement
- Attend Parent Consultation Evenings and support other school functions
- Support the school in achieving a minimum 95% attendance rate for their child

- Inform the school of any absence
- Ensure their child arrives at school on time
- Ensure their child is in full school uniform and wears that uniform correctly
- Ensure their child has a conventional hairstyle in a conventional (natural) colour
- Ensure their child has no piercings beyond one pair of studs in ear lobes nor visible tattoos
- Ensure their child completes homework and all coursework to the best of their ability
- Check Bromcom and read the communications sent home via My Child At School.

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

School regulations concerning students' behaviour apply at all times when students are on school premises or engaged in school activities, including:

- The school day, including morning and lunchtime breaks
- The journey to and from school
- Off-site activities
- Out-of-hours activities
- Online activities

Students will be expected to:

Be Ready

Be Respectful

Be On Time

This means students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school, outside of school and online
- Their duty to follow the behaviour policy and abide by the home school agreement

- The rewards they can earn for meeting the behaviour standard using the TRACK system (see appendix 1), and the consequences they will face if they don't meet the standard- using the consequence ladder.
- The pastoral support that is available to them to help them meet the behavioural standards

Students have a duty to

- Abide by the Home School Agreement as outlined in the Link Book
- Attend school and arrive on time for all scheduled lessons
- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Follow the instructions of all school staff
- Take care of property and the school environment
- Co-operate with other students and adults
- Complete class work, homework and coursework to the best of their ability
- Wear the Rooks Heath uniform correctly at all times during the school day as outlined in the Link Book. Students should arrive and depart in correct uniform
- Wear a conventional hairstyle in a conventional colour
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Have no piercings beyond one pair of studs in ear lobes, nor visible tattoos
- Report any issues of breaches to the code of conduct to members of staff

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions and reminders wherever appropriate. Students will be supported to develop an understanding of the school's behaviour policy and wider culture. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for students who are mid-phase arrivals.

Mobile Phones

- Students are allowed to have mobile phones with them on-site, however these must be switched off at the start of the school day and kept out of sight
- Students bringing mobile phones do so at their own risk, the school will not be liable for any loss or damage to the item
- Students are not allowed to use them during then school day unless instructed by a member of staff for example to support or aid a specific learning activity.
- Students who have a particular medical or personal reason may have exceptional circumstances to access a mobile phone during the school day, however permission will need

to be requested in writing to the school and can only be granted by authorised members of staff

- The school retains the right to confiscate mobile phones for inappropriate use. If a student is caught using a mobile phone without permission, the school will confiscate the phone. The phone will be held at the school office and will only be returned to the parents or carers of the student the next school day.

3. Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement – 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- 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](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.
- This Policy reflects the school's Equality Information and Objectives and takes account of the school's Child Protection and Safeguarding, Learning Development and Drugs and Substance Abuse policies.

4. Rewards and Consequences

Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture using the schools On TRACK reward point system. (see appendix 1).

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- On Track badges (See appendix 1)

Consequences

A key element of the Behaviour for Learning policy is the application of consequences. The word is carefully chosen – it is essential that students learn when they break the rules there will be a consequence. The emphasis is on cause and effect and the responsibility for avoiding the consequence lies with the student. Incidents of misbehaviour are logged on the e- Behaviour database in Bromcom and detentions are notified to parents/carers via the Link Book and/or the My Child At School app.

Each incident of behaviour recorded is linked to a level from 1-7 depending on the severity of the event. 1 being the lowest level and 7 for the most serious breaches of conduct

These are recorded as conduct points.

Classification	Typical Sanction
C1	Written Warning
C2	Detention 20 Mins
C3	Detention 40 Mins
C4	Detention 60 Mins
C5	Withdrawal
C6	Fixed term external suspension
C7	Permanent Exclusion

Responses to behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Sending the student out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a student on a behaviour tracking report
- Removal of the student from the classroom
- A fixed period of internal suspension referred to as withdrawal
- An off-site suspension in another local school
- A fixed period external suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. These will include but not limited to:

- Reintegration meetings with parents
- Pastoral Support Plans
- Placing students on a monitoring report
- Assigning a learning mentor
- Referral for additional support to the appropriate internal team or suitable external provision
- One to one intervention
- Small group intervention

- Referral to school counsellor
- Referral for external support and counselling

Withdrawal from classrooms

Rooks Heath employs a call out system in place to support classroom behaviour. When a member of staff requires a call out, a radio message is sent to staff from the SL T and student support hub teams. The call out member of staff who attends will do their best to integrate students back into lesson. In response to a serious or persistent breaches of behaviour, the school may withdraw the student from the classroom for a limited time or alter their timetable temporarily or permanently depending on the severity of the situation.

Students who have been withdrawn will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Withdrawal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Withdrawal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Minimise the disruption to the learning of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by members of the student support hub team or members of the senior leadership team. Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as it appropriate and deemed safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed in instances where their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as

- Meetings with members of the pastoral team
- Use of teaching assistants and staff from the student support hub
- Short term behaviour report cards
- Pastoral support plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal in the behaviour log.

Exclusions and Suspensions

As a school we feel that the most important Right is to be secure at all times. Behaviour likely to undermine that security is consequently regarded as a serious breach of discipline. Exclusion may also be considered as a suitable sanction for other types of misbehaviour which, whilst not undermining the security of members of the school community, nevertheless disrupt the learning of other students, undermine the discipline of the school or damage the reputation of the school.

Suspensions and permanent exclusion from school may result from a series of breaches (including those which disrupt the learning of others, adversely affect the upholding of discipline in the school, or damages its reputation, or when a student fails to recognise the authority of the school, or places themselves beyond its control.

In some cases where it is deemed appropriate, students will be given a period of respite or referred full time to Harrow's alternative provision, The Jubilee Academy and sometime students will be Managed Moved to another school for a fresh start.

Exclusions and suspensions may only be given by the Head Teacher or a Deputy in their absence. They are given for serious misbehaviour, either for a single serious breach or for persistent serious breaches of the behaviour for learning policy. Some behaviour will result in a fixed-term suspension without the need to progress through the lower consequences. In the most serious cases poor behaviour will result in a permanent exclusion; a permanent exclusion could result from a first or a single serious breach of the behaviour for learning policy.

Serious misbehaviour includes but is not limited to:

- Repeated breaches of the school's rules
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
 - Sexual harassment/violence (intentional sexual touching without consent)
- Vandalism
- Fighting
- Smoking including the use of vaping devices
- Racist, sexist, homophobic or other discriminatory behaviour
- Possession of any prohibited items. These include but are not limited to:
 - Alcohol
 - Weapons

- Illegal drugs and drug paraphernalia
- Stolen items
- Tobacco, vaping devices, lighters, matches and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- A serious violent act
- Purchasing, being in possession of, taking, selling/distributing, or participating in any act involving illegal drugs
- Misuse of legal drugs or prescription medicines
- Theft
- Persistent or general disruptive behaviour
- Wilful and repeated transgression of protective measures in place to protect public health
- Any behaviour that endangers others

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
<ul style="list-style-type: none"> • Transphobic • Disability-based 	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We acknowledge that bullying is a major concern for parents and students and that it may take many forms. Whatever the form it takes, the outcome is that a student or a group of students do not feel secure within the school community. The response of Rooks Heath is unequivocal - such behaviour will not be tolerated. We hope to promote a positive self-image which enables any student to report any incident of bullying and know that it will be dealt with sensitively and decisively. The subject is addressed directly and indirectly through assemblies and tutor time activities. In this way, we hope to provide students with the strategies to deal with any incidents and the confidence to employ them.

In addition to the form tutor, co-tutor, and Head of Year. The school also employs a team of associate staff which forms the student support hub. This hub team support students with a variety of difficulties including social and emotional and peer related issues. The team is on rotation in BF5 throughout the school day or in designated offices for each year group, students who require any support are able to drop in as well as make a pre-arranged meeting with any of the members of the team.

Likewise, we encourage parents to inform the school if they are aware of any bullying concerning any student. Staff should be alert to any signs of bullying in the school. Any incident of bullying is dealt with by the form tutor, Head of Year, attached Senior Leader or other members of the senior leadership team.

Further information on our Anti-bullying strategy at Rooks Heath school can be found in our [Anti-bullying policy](#) linked here :

<https://www.rooksheath.harrow.sch.uk/site/data/files/policies/11CC520A5E07CC1513F07EAAEE662DF9.pdf>

6. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

7. Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

For details on the confiscation, searches and screening, please see the school's Searching, Confiscation and Screening Protocol available here:

<https://www.rooksheath.harrow.sch.uk/site/data/files/policies/CE297815B601278CFCFA3E5B227E0903.pdf>

8. Off-site Misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school (e.g. identified during holiday periods, online)

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another student
- Could adversely affect the reputation 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 (e.g. on a school-organised trip).

9. Online Misbehaviour

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

- It poses a threat or causes harm to another student or member of the school community including staff and parents
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- 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.

10. Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, Deputy Head or designated safeguarding lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

11. Sexual Harassment and Sexual Violence

We acknowledge that sexual harassment is a major concern for parents and students and that it may take many forms including unwanted conduct of a sexual nature such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes or online harassment such as sexting, sexist comments discriminating based on sex, sexist behaviour (verbal, physical or using technological communication).

Whatever the form it takes, the outcome is that a student or a group of students do not feel secure within the school community. The response of Rooks Heath is unequivocal- such behaviour will not be tolerated. We hope to promote a positive self-image which enables any student to report any incident of sexual harassment and know that it will be dealt with sensitively and decisively. The school's response to any incidents of sexual harassment or peer on peer abuse will be:

- Proportionate

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

The subject is addressed in our PSHE programme (Personal, Social, Health and Citizenship Education) and through assemblies. In this way, we hope to provide students with the strategies to deal with any incidents and the confidence to employ them. Likewise, we encourage parents to inform the school if they are aware of any concerns with any student. Incidents of sexual harassment will initially be dealt with by an appropriate member of staff depending on their nature including members of the pastoral team, safeguarding team, senior leadership team and headteacher.

For each incident of sexual harassment a member of the safeguarding team will log the incident, any supporting evidence and subsequent actions.

12. Malicious Allegations

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 (LADO), where relevant) will consider whether the student 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 students accused of misconduct. Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse against staff or other students.

13. Responding to Misbehaviour from Students with SEND

Recognising the impact of SEND on behaviour

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, especially where their SEND affects their behaviour, 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](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

These can include but are not limited to:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Use of separation spaces in the student support hub and learning support areas to support individuals

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 relevant professionals such as educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, 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.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Harrow Offer
Harrow Council
Civic Centre
Station Road
Harrow HA1 2XY

14. Student Transition

Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing students for transition

To ensure a smooth transition to the next year, the pastoral team attached to each year group including tutors, co-tutors and head of year continue with the same groups subject to staffing. In instances of handovers, student records are all updated on a central MIS, including key reporting of outcomes using an additional assessment analysis tool where all prior attainment is recorded.

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

15. Training

- Staff are provided with training on managing behaviour, including training on:
- The needs of the students at the school
- Active form tutoring
- Behaviour for learning
- Difficult conversations
- Anti-bullying
- School systems training for managing behaviour including recording
- Behaviour management will also form part of continuing professional development.

16. Monitoring Arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

17. Monitoring this Policy

This behaviour policy will be reviewed by the headteacher and the local governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the local governing board.

The written statement of behaviour principles (appendix 2) will be reviewed and approved by the local governing board annually.

18. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Searching, screening and confiscation
- Acceptable use of ICT
- Attendance
- Anti-bullying policy

Rooks Heath School

ON-TRACK VALUES

Positive points



We believe your positive choices and successes should be rewarded and celebrated. You can collect points when you demonstrate any of the attributes below.

When you have achieved 20 points in each category, you will be awarded with a badge. Your challenge is to collect them all!



TEAMWORK is a collaborative effort by a group of people to achieve a goal or complete a task.

PT1
PT3



RESILIENCE is the ability to overcome obstacles and show commitment.

PR1
PR3



ACHIEVEMENT is when a person succeeds, especially after a lot of effort.

PA1
PA3



CREATIVITY is the use of imagination and innovation when tackling a task.

PC1
PC3



KINDNESS is the quality of being supportive, caring and helpful.

PK1
PK3

Appendix 2: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Students will be expected to:
 - Be Ready
 - Be Respectful
 - Be on time
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the local governing board annually.