



Behaviour and Punctuality for Learning Policy

Key points and summary

1.1 School Vision

Our school community is committed to actively promote positive behaviour every day to allow everyone to flourish and be safe and successful. This will happen through kind, respectful and professional relationships where everyone collaborates in the making of wise and civil decisions and consistently and sensitively carries them out to the highest standards to achieve 'Excellence for all'.

1.2 Learners will follow our Four Excellences

- a. Excellent Learning & Progress
- b. Excellent Aspirations
- c. Excellent Behaviour, Safety & Care
- d. Excellent Communication

1.3 Learners will adhere to our expectations of;

- a. Polite - showing good manners towards others, in behaviour and speech
- b. Kind - generous, helpful, and thoughtful about other people's feelings
- c. Calm - remaining peaceful in difficult situations and moving quietly and thoughtfully from one place to the next
- d. Respectful - being supportive and considerate towards everyone at all times
- e. Resilient - trying their hardest even when things are difficult
- f. Engaged - attempting all tasks and activities to the best of their ability

1.4 Learners will live these values while at our school

- a. Respect
- b. Equality
- c. Acceptance
- d. Democracy
- e. Responsibility
- f. Rule of Law

1.5 The key to effective behaviour in the school is the creation of a culture of high standards and expectations supported by very straightforward and effective systems that can be implemented and supported by everyone. The school believes it is the collective responsibility of the entire learning community to respect each other and work together to maintain high standards of behaviour.

1.6 By sending their child to this school the school reasonably assumes that the parents/carers agree to support the school and ensure they and their child abides by this policy along with any other policy that the school decides to operate under.

1.7 This policy aims to:

- a. To give clear guidance to all stakeholders as to their responsibilities and ensure a consistent approach is applied
- b. To clearly set out the school's expectations and all processes for excellent behaviour

- c. To create a safe environment in which learners are enabled to become mature and self-disciplined young adults who take ownership and responsibility for their actions
- d. Ensure all learners receive praise
- e. Support other related policies eg Attendance Policy, Anti-Bullying Policy and the Safeguarding Policy, SEND Policy, Uniform Policy
- f. Ensure that learners focus on their work, complete assigned tasks and are academically successful

This policy applies to all learners from Year 7 to Year 13

Approved by Governors: July 2023

Review date: July 2024

Responsible for review: DHT Behaviour & AHT Behaviour

Responsibilities

Promoting positive behaviour and excellent attendance is the responsibility of the school community as a whole. We will hold all learners and staff to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for.

Specific roles and responsibilities include:

The Governing Body will:

1. be responsible for approving, evaluating and reviewing the behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
2. ensure that the policy is communicated to learners and parents/carers, is non-discriminatory and the expectations are clear.
3. monitor and challenge the school on its adherence to all DfE guidance relating to behaviour to ensure the school is compliant with all legal requirements.
4. ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

The Head Teacher will:

1. be responsible for approving and reviewing the behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles.
2. ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
3. ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
4. monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
5. ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.
6. approve all suspensions and permanent exclusions, in accordance with the school's exclusion policy.

The Deputy Head Teacher (Behaviour) will:

1. be responsible for the implementation, monitoring and co-ordination of all aspects of the policy and procedures.
2. ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
3. ensure that the concerns of pupils are listened to and appropriately addressed.
4. ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.
5. provide an analysis of the on-call logs, suspensions and Internal Seclusions from the relevant databases
6. hold regular Heads of Year meetings to ensure consistency of practice

Senior Leaders will:

1. ensure they are visible around school and known to learners across school
2. actively seek out pupils for praise and recognition, demonstrating a genuine care and respect for learners
3. be responsible for creating and sustaining a safe and orderly climate for learning by setting high expectations for learners and staff on the implementation and adherence to this policy and its procedures

- support staff in responding to behaviour incidents by implementing actions in line with this policy and its procedures in order to effectively and efficiently manage breaches to the policy

Heads of Year will:

- Lead a pastoral team including Tutors ensuring that the School's Behaviour Policy is understood and implemented according to the guidelines and procedures
- Monitor, coordinate and maintain records of student behaviour
- Provide key advice to Curriculum leaders and Heads of subjects about the grouping of students
- Liaise with the Leaders of Inclusion (both SEND and Behaviour) and outside agencies with regard to identification, assessment of behaviour needs of individual students and provision of appropriate support

Curriculum and Subject leaders will:

- Be responsible for maintaining high standards of teaching, learning and behaviour in their subject area.
- Ensure liaison between their team, Pastoral leaders, Inclusion leaders and Form Tutors about individual student's needs and behaviour.
- Record and respond to incidents related to discrimination within their subject area ensuring these are communicated to Heads of Year e.g. racial, sexist, homophobic remarks and bullying

Leaders of Inclusion (SEND and Behaviour) will:

- Liaise with Heads of Year and Curriculum leaders with regard to identification, assessment of needs of individual students and provision of appropriate support.

Tutors will:

- Perform a vital role by being the prime point of contact between all partners and liaise with Leaders of Year with regards to students of concern
- Escort tutees from line ups in the playground every morning to their form

All Teaching and Non-Teaching Staff will:

- Consistently and effectively implement the School's Behaviour Policy. They will act as role models of excellent behaviour and actively promote high standards attendance and punctuality while maintaining courteous, considerate, respectful and professional relationships at all times
- Contribute to and reinforce the high standards and the general ethos of the school.
- Explicitly teach learners effective behaviour for learning and self-regulation as a way to develop their self-discipline
- Reward excellent behaviour and record as appropriate
- Take into account the needs and circumstances of individual students with particular identified difficulties, such as disability, when implementing the policy ensuring reasonable adjustments are made.
- Communicate any known relevant information about students to appropriate staff
- Ensure they are aware of their safeguarding responsibilities in line with Keeping Children Safe in Education (KCSIE) part 1.

All Learners are expected to:

- Follow the School's Behaviour Policy and show the responsibilities required of all our students
- Follow the codes of conduct for the school (Appendix A)

All Parents and Carers are expected to:

- Encourage their children to show respect for the school rules and support the school's authority and implementation of the Behaviour Policy
- Read and support the Home-School Agreement (Appendix B)

Behaviour expectations for learners

Our behaviour policy begins from the principle that learning in the classroom is where we want every learner to be, but we must have disruption-free classrooms where teachers are able to teach to the best of their ability and learners are able to learn. It places a great deal of responsibility on the learner to meet expectations and follow instructions: we believe that every learner has the ability to learn effectively and behave well. We do not accept any excuses for poor behaviour: we are ambitious for our learners and set the highest standards for them and support them in meeting our expectations. The school rules and policies concerning behaviour and discipline apply at all times when a pupil is at the school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.

When learners are on their way to school

1. Leave home on time in perfect uniform with all the equipment they need for their learning.
2. Adjustments to travel may be required depending on travel conditions changing throughout the year. Learners and their families are responsible for taking into account the journey so that they arrive at school on time.
3. Any lateness will receive a detention, no matter what the excuse - not doing this would not be fair on everyone else who has made adjustments and ensured they are in school on time
4. Be ambassador for the school in your uniform with excellent behaviour modelling all our expectations with members of the public
5. Understand that this behaviour policy applies and any report of poor behaviour will be investigated and sanctions applied where necessary.
6. No hanging around shops as this increases the chance of lateness to school
7. Arrive on site at 8:45 at the very latest
8. Incorrect uniform will be challenged at the front gate - learners will receive a sanction and may be sent home to correct and must return quickly to minimise any lost learning time. Not doing this is unfair on other learners who have met the school's expectations

On site before school

1. Learners should switch off phones and put them away before walking onto the school site. Phones that are seen or heard will be confiscated
2. Learners should have their lanyards and ID visible as they enter the site. Everyone on site MUST display their ID for security and safeguarding reasons
3. Learners should not be on-site before 8am unless met by staff running specific clubs or interventions.
4. Breakfast club starts at 8am and is available for all learners
5. Learners should not be loitering in the school building before school - they should be in the playground or in the canteen.
6. Line-ups start at 8:45 in the school playground - all year groups are expected to line up
7. All learners must follow Line-up expectations and procedures (Appendix B)
8. Incorrect uniform will be challenged again during line-ups - learners may be sent home to correct and must return quickly to minimise any lost learning time

Movement around school

1. Movement anywhere on site must always be safe and respectful of other learners and staff needs - this establishes an excellent routine for the whole year.
2. After Line-ups learners must walk away in straight lines, one behind the other.
3. In corridors learners must keep left, in single file and in silence (expectations set out in Appendix C)
4. Learners must follow instructions to allow staff to manage the flow of learners around the school safely.
5. Silent corridors are necessary to allow others who are working or in exams to not be disturbed.

Registration & Lessons - excellent learning habits

1. Learners are expected to be 'lesson ready', on time and in perfect uniform
2. Learners should have the full set of equipment ready for every lesson (see Appendix D)
3. Learners should follow the Stand and Deliver/Dismiss expectations (Appendix E)
4. Follow the Class Code of Conduct and always be kind, polite and respectful to all
5. Learners should always be working hard on the tasks within the lessons. This means they concentrate on their learning and make excellent progress
6. Following instructions on the first time of asking and not answering back. This forms the backbone of ensuring excellent respectful responses by learners such as immediately doing the right thing, following instructions, apologising for poor behaviour and then doing the right thing, respectfully requesting to speak. Learners are not expected to question instructions and directions and negotiate with excuses for poor behaviour
7. Complete all homework tasks with excellent aspirations and effort. If there are any issues learners must contact staff before the deadline to avoid any sanctions for non-completion
8. Learners are expected to use the toilet facilities before school, during break times and after school to ensure their learning time is maximised. If there is an emergency the staff will call for assistance. Learners will not be allowed to use the toilet without being escorted there by staff.
9. Any medical issues will also be supported by Learning Walk escorting them to Welfare.
10. Phones should not be used in class unless specifically agreed with the class teacher and used to enhance or support learning
11. Learners will be warned to modify their behaviour if it is disrupting the learning of themselves or others - if this is not forthcoming sanctions will be applied following our Ladder of Consequence C1-3.

Breaks and Lunchtime

1. Learners are expected to still have full school uniform including lanyards and ID during breaks
2. Phones are still expected to be unseen and silent
3. Learners can change into trainers to play on the all-weather pitches only and must replace their school shoes when they finish
4. Learners must queue up to the canteen in single file patiently and respectfully. They must show their ID cards at the door and be in full uniform to access the canteen. Those without ID or full uniform will gain entry to the canteen last. No learner will ever be denied the opportunity to get food.
5. Even though the time is unstructured during breaks the school rules are still enforced and learners will be held accountable for poor, unkind and disrespectful behaviour.
6. Toilets will be available and allocated to certain year groups
7. When the handbell is rung all learners will line-up in their year groups - canteen and toilets will be unavailable from this point.

End of school and travelling back home

1. Learners will line up after period 6
2. Line-up dismissal will be staggered to ensure a calm and safe exit off the school site and not have so many learners leaving all at the same time
3. Learners who have detentions will be removed from the line-ups and taken to detentions as it would be unfair to other learners to see learners not being held accountable for poor behaviour.
4. Immediately outside the school learners are expected to cross roads safely, follow staff instructions and use the pedestrian crossing correctly - only crossing when the 'Green Man' is showing.
5. Be ambassador for the school in your uniform with excellent behaviour modelling all our expectations with members of the public
6. Understand that this behaviour policy applies and any report of poor behaviour will be investigated and sanctions applied where necessary.
7. Learners should not hang around / loiter in Harrow before or after school without a valid reason

Trips

1. Learners are expected to follow the same behaviour expectations on any kind of trip, either in this country or abroad, whether in uniform or not.
2. Trips that extend further than normal school hours e.g. residential trips, are also covered by this policy for the duration of time that learners are under the care of staff until they are collected by parents or sent home to parents.

Out of school hours

1. The school is not reasonably responsible for behaviour that takes place out of school hours eg in the evenings and at the weekends.
2. Online activity out of school hours such as any malicious communications via social media and/or criminal behaviour, is the parent's responsibility to report to the police. If parents or learners believe that there will be behaviour consequences within school please let us know - the school will deal with implications within the school.
3. We strongly advise against allowing school age children access to social media platforms until they are 16 yrs old.

Exams

1. Learners must follow all instructions without question so exams meet regulations and other learner's exams are not compromised.
2. Internal exams (PPEs) are conducted in line with JCQ (Joint Council for Qualifications) expectations of public exams. Any poor behaviour during internal exams will be investigated as normal and sanctions applied as per the Table of Consequence for classroom incidents.
3. In national public exams poor behaviour in breach of exam regulations will be investigated and reported to JCQ. Possible sanctions from JCQ are:
 - a. Warning issued
 - b. Disqualification from the exam – marks will be reduced to zero
 - c. Disqualification from the whole subject
 - d. Disqualification from the whole series of exams
4. Parents/carers will always be informed of an investigation and the subsequent decision from JCQ.
5. For controlled assessments, coursework and ISAs and breach of the guidance issued by each exam board will be investigated and, where necessary, reported to JCQ. Any sanctions will be decided upon by the exam boards and/or JCQ.
6. Where the school has paid to enter learners into public exams in good faith it is expected that learners attend those exams. Failure to attend these exams may result in parents being invoiced for the cost of the exam.

Support in school

Learners arrive at Harrow High with many years of adults already showing them how to behave. This has been from their parents/carers and from their previous schooling. We will continue this education through assemblies, the curriculum, tutor time and any guidance from any adult either HHS staff or from an external agency.

1. Learners are required not to just follow the Four Excellences but also the 3Rs. We aim to achieve Excellent Behaviour through continually try to improve everyone's behaviour through:
 - a. Everyone having regular Routines
 - b. Everyone having reasonable Responses
 - c. Everyone establishing professional Relationships

These 3Rs are further explained in Appendix F. This will be through assemblies and tutor activities.

2. Class teachers will use a range of in-class behaviour management techniques such as warnings to enable learners to modify their behaviour and self-regulate. This is to avoid sanctions and give learners the ability to grow their own techniques for good behaviour and hard work.
3. We will teach learners how to behave and follow rules by modelling our expectations and giving clear guidance about how to achieve the expectations.
4. Learners who require a personalised approach will have Behaviour Passports that detail the issues that they have and ways in which staff can approach their behaviour management to make reasonable adjustments in the way they are treated. This does not mean a lowering of standards but different ways of approaching achieving those standards.
5. A parent may be asked to come and pick up their child if they are at risk of suspension to enable a serious incident to de-escalate. They will be expected in the next day to discuss ways forward

A full list of support strategies can be seen in Appendix G

Rewarding Excellent Behaviour

At Harrow High School, we believe that excellent behaviour is best promoted and developed by drawing attention to and rewarding well-behaved learners. We want learners to be motivated by the intrinsic value of achievement and remain committed to acknowledging those that develop and model good learning habits. Staff rewards learners with Achievement points to recognise exemplary behaviours, promote and celebrate academic success and effort and publicly acknowledge commitment to our vision.

Achievement points are based on the Four Excellences and can be given for academic success as well as other aspects of school life including:

- Attendance – if you attend school regularly and are on time
- Organisation – if you remember your books/equipment/PE kit for your lessons
- Classwork completion per half term which is shown through evidence of learning taking place
- Homework – producing good homework to the best of your ability
- Positive attitude to school – demonstrated through engagement in lessons, active participation in extracurricular activities or helping the school or community i.e. charity fundraising

Accumulated achievement points could earn the following:

- Tutor Certificate
- Head of Year Certificate
- Postcard Notes home
- Badges
- Front of queue tickets for self and/or friends

We also hold an annual “Honours Evening” where the highest achievers, biggest improvers and most consistent learners are awarded. In addition to these, there are other awards including Headteacher award. Parents of prize winners are invited in for this prestigious occasion. The Learner Voice will be involved in further surveying the students’ thoughts and ideas on our Rewards system.

Dealing with Poor Behaviour

We believe it is important that learners recognise that poor decisions have consequences. We use a structured system that is a graduated response to situations where learners need more personalised help and support. The graduated response provides opportunities for learners to reflect on and correct their behaviour. In addition, the policy has been designed to have high expectations of all pupils and to support pupils with SEND to achieve these. Further support for learners with SEND is provided in the form of reasonable adjustments, including adjusting seating plans for those with impairments or adjusting uniform requirements for pupils with sensory or medical issues.

The policy is based around two main aspects of poor behaviour:

1. Low Level Disruption
2. Serious Behaviour Incidents

The typical features of both aspects of poor behaviour are summarised below. The list is not definitive and it provides guidance for both students and staff.

Low level disruptions (Warning given)	Serious Incidents (Immediate referral to B19)
<ul style="list-style-type: none"> ● Disturbing Learning (Talking/Shouting out without permission/Calling out) ● Chewing gum, eating or drinking in class (Water is allowed) ● Distracting others ● Off-task behaviour ● Failing to sit up straight ● Inappropriate language ● Inappropriate response to a warning ● Lack of equipment ● Leaving seat without permission ● Being slow to start work or follow instructions ● Showing a lack of respect for each other and staff ● Not 'tracking' the teacher when asked ● Physical contact ● Refusal to follow instructions immediately ● Refusal to work ● Rudeness ● Talking over a teacher (or after a countdown) ● Tipping back on your chair ● Turning around on seat ● Unkindness 	<ul style="list-style-type: none"> ● Abusive or offensive language ● Truanting a lesson ● Dangerous or violent behaviour including fighting ● Highly disruptive behaviour ● Throwing an object ● Refusal to give out a phone that has been seen or heard. This includes air pods, headphones etc ● Vandalism/ Graffiti ● Stealing ● Sexually Inappropriate Behaviour ● Playing/tampering with fire alarms/ fire extinguishers ● Bullying or behaviour that is hurtful/ harmful to self or others ● Wilful disobedience or disrespect to an adult ● Bringing prohibited articles in to school site including vapes/possession of a dangerous item (see Appendix H) ● Behaviour which puts the welfare and safety of themselves or others at risk

Low Level Disruption can have a detrimental impact on the life chances of pupils as the time for learning is affected and the climate for learning is compromised. Staff members will use a variety of techniques to provide pupils with an opportunity to correct the low level disruption and engage in learning.

We will sanction students who do not comply with our expectations. In order that students comply with the expectations, our system is simple, fair and transparent as set out below;

1. Pre-Emption Strategies

All pupils are explicitly taught the classroom code of conduct, and deliberately practise our silence, entrance, exit and line up routines during their first week in school. All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice. As soon as any slouching, daydreaming, non-tracking or distracting occurs, teachers swiftly use these pre-emptive reminders:

1. **Silent non-verbal:** hand signal, eye contact, facial expression, shake head, sharp pause
2. **Unnamed:** 'We're tracking. Just waiting for 100%. We are waiting for one person... and 100%.'
3. **Named:** 'David, we listen so we can learn. Thank you.'

2. **Warning System and Detentions** -If a student continues to disturb their learning or the learning of others, they will be given a warning. Warnings are given in lessons for any behaviour that either stops a student learning or stops others from learning. The progression of our warning system is as follows;

C1- This is the **first warning** and serves as a signal that a student's behaviour is unacceptable, is affecting learning, and therefore needs to be changed. The teacher will explain firmly and with clarity the reason for issuing the warning. The student's name will be noted. The student has an opportunity to correct their unacceptable behaviour. If no further problems arise, no further action is taken. Behaviour Points are not recorded

C2- This indicates that the student has repeated some disruptive behaviour (or exhibited a behaviour deemed at this higher level) and is continuing to affect the learning taking place in the classroom. Again, the student's name is noted. The student is informed that if their unacceptable behaviour continues they will be removed from the class. The student will serve a 4:00pm detention the same day as a sanction and this will be done without negotiation. Parents/carers will be informed of the detention via a text/Arbor. The student must take responsibility for their attendance to the detention.

C3- the student will be removed from the lesson by a member of the Senior Leadership Team or Behaviour Team and moved to B19 to complete 6 lessons. The student will be expected to fully engage and complete all tasks. The student must hand in their phone as soon as they enter B19. This will be returned at 4:00pm.

Contact with parents following a removal from lesson - Staff in B19 will initially inform parents about the removal with brief details shared.

The member of staff must also;

-call parents to give a detailed explanation about the removal as well as agree targets/discuss support.

-complete a restorative meeting in B19 before 4:00pm in order to restore a working relationship with the learner

-record details about meeting on Arbor.

Where a student is removed from the same lesson again during the same term, parents will be required to attend a meeting. This will be organised by the subject teacher and will involve a member of the Curriculum team (CTL /Key Stage Lead), Pastoral Team (HOY) or Senior Leadership Team before the student can return to the lesson. The meeting will be recorded on Arbor.

Lateness to School and incorrect uniform will result in an automatic detention, on the day after school lasting until 4:00pm. Failure to attend detention will result in an Internal Seclusion. (Refer to the list of the correct uniform and non-uniform items found in the Uniform Policy)

Where a mobile phone, airpods or headphones are seen/heard, they will be confiscated and stored safely. The student will be given a same day detention lasting until 4:00pm. Parents will be expected to collect the phone from school.

3. **Parental meetings**

For behaviours that are serious in nature, persistent or repeated, parents will be required to attend a meeting with a member of the Curriculum team, Pastoral Team or Senior Leadership Team. The meeting will be recorded and added to Arbor.

4. **Team meetings**

Should particular behaviour points thresholds be reached, the Pastoral team will launch an

investigation which details what types of interventions the student is getting, the subject and teacher issuing them. An action from the investigation will be enforced in order to try to prevent a further accumulation of behaviour points. This may involve but is not exclusive to a parent phone call, meeting, wellbeing club, counselling, removal of electronic devices and/or referral to external agencies

5. Inclusive Learning Panel Meetings

The Heads of Year, SENCO and DHT Pastoral will meet on a weekly basis to discuss behavioural and academic issues or concerns within each year group. The meeting is a forum to identify these concerns and ensure support is provided for targeted scholars. Every week, HOYs will analyse the data and deploy tutor and HOY actions to intervene on behaviour patterns early

Serious Incidents

This is behaviour where a learner openly challenges the authority of the teacher with sustained rudeness or other unacceptable behaviour, which makes it impossible for the teacher to continue with the lesson. It also refers to behaviour which poses a threat to the safety and welfare of other learners or staff. When a serious incident has occurred, a full investigation will be undertaken. This will involve taking accounts from learners, staff and reviewing CCTV footage, where needed. Parents will be informed, where appropriate.

The student displaying high level misbehaviour should be escorted immediately to the reflection room whilst the incident is investigated.

If high level misbehaviour happens in a classroom, the on-call protocols should be followed with the student escorted to the reflection room by Duty Staff.

If high level misbehaviour happens outside of the classroom (for example in the corridors or playground) the first adult to see the misbehaviour should take the learner to the reflection room and report this via the Oncall system. If the learner refuses to comply with the member of staff, then the HOY, or a member of the behaviour team or SLT should be called to move the student using the on-call system.

The consequences of high-level behaviour range from a prescribed time in the Reflection Room, suspension or Permanent exclusion.

Internal Seclusion

Learners spend the whole school day in the Internal Seclusion Reflection Room, in addition to a detention until 4:00pm. Learners are expected to complete supervised independent work. They must complete the allotted number of days of isolation without breaking the code of conduct or the expectations of isolation (e.g. not making silly noises, including speaking unless instructed by a teacher; being dedicated to the work set).

Suspensions and Permanent Exclusions

The school follows the guidance set out in the DFE 'Suspensions and Permanent Exclusions from maintained schools, Academies and pupil referral units in England, including pupil movement'.

The decision to suspend or permanently exclude a learner will be lawful, rational, reasonable, fair and proportionate. Only the head teacher can suspend or permanently exclude a learner and this will always be on disciplinary grounds.

All suspensions and permanent exclusions are for serious breaches or persistent breaches of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of others in the school. This can include incidents of poor behaviour outside school.

Suspensions

A learner may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light in an extended investigation, a suspension may be extended or result in a permanent exclusion.

Following a suspension there will be a reintegration meeting between the school, parents/carer and the learner. Please note that if the parent/carer does not attend the reintegration meeting the learner must attend school and will be placed in the internal seclusion until the parent/carer attends the full reintegration meeting. If, for some reason a parent/carer cannot attend at this time, the learner must still come to school & will sit in the reflection room until a full reintegration meeting can be conducted. These meetings will last no longer than 30 minutes. If the parent is more than 15 minutes late for reintegration, the meeting will be postponed to a time convened by the school. This meeting will be restorative and will facilitate an opportunity for the learner and parents/carers to have their say; before jointly working on strategies for improvement. Whilst it is accepted that staff will not meet parents/carers or visitors for impromptu meetings; staff may use their professional discretion should they decide to meet parents/carers without an appointment or agreement by the school. These meetings will last no longer than 30 minutes. Staff reserve the right to end meetings that surpass this time frame.

Permanent Exclusions

Permanent exclusion will only be considered in these circumstances;

1. in response to a serious breach or persistent breaches of the school's behaviour policy; and
2. where allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school

In instances where a learner has illegal substances, especially with intent to supply, or they have a weapon, the school considers these to be very serious and cannot be tolerated at all. Incidents of this nature pose a very serious and real threat to the welfare of other learners and staff and therefore will result in a permanent exclusion.

A permanent exclusion for persistent breaches of this policy will be used as a last resort, especially after a Governor's final warning has been issued or parents have been involved in concerns meetings which have detailed warnings about permanent exclusion. If a learner's behaviour does not change and continues to seriously harm the education and welfare of others in school, they will be permanently excluded.

The process for permanent exclusions including informing parents/carers, informing the local authority, informing the governing body, the sending of all relevant documentation to relevant parties, arrangements for the learner's education, the governing body review panel and any independent review panel will be followed according to guidelines set out by the DfE.

The flow chart for suspension decisions is detailed in Appendix K

Parental Support

Parents/carers are expected to support all school policies and procedures as set out in the home school agreement (see Appendix B).

Aggressive, loud or intimidating behaviour from parents/carers or visitors to the school will not be tolerated under any circumstances. The school will not tolerate conduct of this nature and will act to defend its members of staff, students and their parents and other members of the school community as appropriate.

Meetings will be cancelled and permission to enter or be on school premises could be withdrawn, parents/carers can be removed from the premises by a police officer and they may be prosecuted under section 547 of the Education Act 1996. If convicted under that section, parents/carers will be liable to a fine of up to £500 and have a criminal conviction recorded. Parents/carers who come to school demanding that their child is released from a detention or Internal seclusion will be turned away. Parents/carers will not

be able to arrange to have their child leave a detention or the Internal seclusion room early. The school has a clear legal authority to issue detentions without the consent of parents. The school makes reasonable considerations in ensuring messaging goes out to parents and the behaviour policy is well publicised. The school will make decisions of a mitigating nature on a case by case basis.

Gangs and Negative group behaviours

We will use our extensive knowledge and links with local police and business groups to identify early signs of behaviour that may indicate that a learner or group of learners are gravitating towards behaviour that could lead to involvement in anti-social behaviour in and out of school.

We know that it is distressing to families when this is brought to their attention but we want to raise small concerns that can be dealt with at an early stage rather than trying to tackle problems that have grown too big and complex for an easy solution.

More in Appendix I

Anti-bullying and Anti-discrimination

We do not tolerate any form of bullying or discriminatory behaviour or comments by anyone towards anyone. ALL discrimination is unacceptable and learners will be held responsible for their comments and actions.

All learners and staff will have their rights protected from hatred. There is no excuse for it, even if it was meant as a joke or between people of the same protected characteristic.

This is covered more fully in our Anti-Bullying and Equality policies.

Searching, screening, seizing and confiscation

The school will follow DfE guidance within 'Searching, screening and confiscation Feb 2014'. Any item on the prohibited Items list can be searched for. The procedure for searching is set out in Appendix J.

The School will seize any prohibited item from the dangerous and inappropriate items because we consider them harmful or detrimental to school discipline and learning. Seizing means that the item will not be returned to the learner. Illegal items will be referred to the police.

Items of non-uniform will be confiscated on the spot and the learner will usually collect them at the end of the day. Parents/carers may have to collect items that have been confiscated on a regular basis.

Mobile phones and head/earphones will be confiscated on the spot and kept safe. They will need to be collected by parents or carers at the end of the day.

Food or drink seized at any point during the day will be disposed of.

Liaison with parents and other agencies

We will work with parents and carers to address poor behaviour and recognise the benefits of good behaviour to good order in the school that enables all learners to progress academically and also personally.

Excellent communication is one of our four key beliefs and can come in different forms;

1. Telephone calls from class teachers and other staff
2. Letter or emails to parents
3. Regular newsletters

Specific meetings to address behaviour concerns with teaching staff and/or form tutors and year teams. We also work with other organisations to tackle behaviour issues, including continuous disruptive behaviour, to provide additional support for learners or access to additional services that we can not provide. These may include;

1. Social services and Early Help
2. Harrow Virtual school for Children Looked After as well as other outreach services

3. Charities for specific support like Paiwand, Compass (for substance misuse), Gamcare (for Gambling support)
4. Alternative Provisions like Academy 21, The Jubilee Academy and The Helix
5. Referrals to counsellors and CAMHS

Malicious allegations against staff

The school also has a duty of care as an employer to its staff. Learners who are found to have made malicious allegations against school staff or other learners will be sanctioned according to our usual range of sanctions.

We will also support a learner who has made a malicious allegation in terms of safeguarding and mental health to ensure that intervention is put in place to enable the learner to avoid this type of behaviour.

SEND & Equalities

We acknowledge our legal duties under the Equality Act 2010, and in terms of safeguarding and supporting learners with special educational needs. We recognise that some learners require a more sensitive and differentiated approach and will make all reasonable adjustments to meet their needs.

We understand that sometimes poor behaviour is a sign of unmet or undiagnosed needs and will put support in place to identify and address those needs.

Appendix A: Learner Codes of Conduct

Classroom Code of Conduct

1. Arrive to lessons on time in perfect uniform and sit in silence
2. Have all your equipment and homework
3. Respect everyone, following all instructions without question or answering back
4. Be kind and polite to all
5. Always work hard and help others to learn

Corridor Code of Conduct

1. In perfect uniform walk with pace and purpose to your next lesson
2. Everyone keeps left and in single file facing forwards
3. Respect everyone by following any instructions or signals without question or answering back
4. Be kind and polite to all
5. Walk in silence

Breaktime Code of Conduct

1. Respect everyone, following all instructions without question or answering back
2. Be kind and polite to all
3. Remain in your year groups designated area
4. Be in uniform without using your phone
5. Be respectful towards the school property that you use
6. Go to your line-up as soon as the bell rings

Outside Harrow High School

1. Walk sensibly and leave promptly: eg. Use the pavements at all times and be mindful of members of the public
2. Respect everyone eg. do not gather in groups of more than 5, do not use inappropriate language or physical contact and do not raise voices above talking volume
3. Respect the property of others: eg. do not lean/sit on cars or walls, do not enter private property, do not drop litter, spit or smoke/vape
4. Follow all instructions the first time politely and quickly
5. Be outstanding ambassadors for Harrow High School eg. perfect uniform to and from school being kind, courteous and polite to everyone

Canteen Code of Conduct

1. Line up outside in single file next to the wall, entering through the main door and exiting at the back door
2. Respect everyone, following all instructions without question or answering back
3. Be kind and polite to all
4. Sit down when eating with no more than 6 to a table
5. All food and drinks must be consumed in the canteen
6. Clear up all litter, plates and cutlery and tuck chairs in

Assembly Code of Conduct

1. Arrive to morning line-ups on time and in perfect uniform

2. Walk to the assembly with pace and purpose keeping left and in single file
3. Stand in silence at your chair in your form section - read the introductory slide on the screen
4. When told to, sit down in silence
5. Show respect by being attentive - do not ask questions or shout out (unless instructed to do so)
6. Leave the assembly when told in silence and in an orderly manner

After School Club Code of Conduct

1. Go to the afternoon line-up and / or detention first before attending the club
2. Be kind and polite to all
3. If on-site follow the Code of Conduct for a classroom
4. If off-site be respectful to everyone by following any instructions or signals from the staff without question or answering back
5. If off-site be respectful to the property of others: eg. do not lean/sit on cars or walls, do not enter private property, do not drop litter, spit or smoke/vape
6. If off-site be outstanding ambassadors for Harrow High School eg. perfect uniform / PE kit and being kind, courteous and polite to everyone

Appendix B: 2023-24 Home School Agreement

	Our School	Home	Learners
Teaching and Learning: Learners deserve the highest possible standards of teaching and support to help them learn, excel and achieve	<p>Our school will:</p> <ul style="list-style-type: none"> • Provide an enriched curriculum which challenges and motivates • Use regular assessment to track pupil progress • Ensure early intervention for learners experiencing difficulties • Provide consistently high quality teaching 	<p>Home will:</p> <ul style="list-style-type: none"> • Take an interest in what their child is learning • Support the school's philosophy of high expectations for all • Participate, where possible, in class activities and off- site visits • Encourage their child to read widely on a range of subjects 	<p>Learners will:</p> <ul style="list-style-type: none"> • Come to school with a readiness to learn • Work hard in all lessons • Complete their homework every day • Act on feedback given by their teachers
Attendance and Punctuality: Learners have the right to education and parents have a legal responsibility to make sure children attend regularly and on time. The minimum attendance for Harrow High School is 97%	<p>Our school will:</p> <ul style="list-style-type: none"> • Contact parents on the first day of unknown absence • Not accept excuses for lateness • Contact parents of children who regularly arrive late for school • Rigorously follow up ongoing poor attendance and support parents in getting their child to school on time • Not accept excuses nor authorise holidays during term time 	<p>Home will:</p> <ul style="list-style-type: none"> • Make every effort to ensure their child attends school every day and on time • Inform the school as soon as possible about any absence and the reason for it • Not take children on holiday during term time • Work with the school to address any attendance or punctuality issue 	<p>Learners will:</p> <ul style="list-style-type: none"> • Attend school every day and arrive on time • Develop excellent attendance and punctuality habits
Behaviour and Attitude: The best learning happens in an orderly environment where everyone knows what is expected of them.	<p>Our school will:</p> <ul style="list-style-type: none"> • Have a Code of Conduct for behaviour which creates a safe and caring environment for everyone • Ensure that all staff, learners and parents know what behaviour is expected at all times • Require adults to actively model exemplary behaviour • Consistently implement the behaviour policy • Encourage staff/learners to have a positive 	<p>Home will:</p> <ul style="list-style-type: none"> • Give praise at home for excellent behaviour and attitude at school • Work positively with the school to resolve cases of unacceptable behaviour • Support the school's Sanctions' system, even when this is of personal inconvenience. • Promote self-discipline and good character as noble goals for their children. 	<p>Learners will:</p> <ul style="list-style-type: none"> • Follow school and class rules • Have a positive attitude to learning and school • Show a willingness to learn from mistakes • Show a belief in our school Excellences, and in the development of self discipline and good character

	<p>attitude to learning and caring at all times</p> <ul style="list-style-type: none"> Act in the interests of the wider school population in the cases of persistent disruptive or anti-social behaviour Reward learners for meeting the school's expectations for excellent behaviour 		
Home Learning: Learning at home has an important part to play in helping learners to achieve.	<p>Our school will:</p> <ul style="list-style-type: none"> Keep parents informed about the homework schedule Provide suitable materials and advice on home based activities and how to help Develop our learners' confidence and independence in leading their own learning 	<p>Home will:</p> <ul style="list-style-type: none"> Encourage their child to complete all homework tasks Ensure their child reads widely 	<p>Learners will:</p> <ul style="list-style-type: none"> Complete all homework tasks that have been set and return them to school on time Work to the best of their ability on their own Read every day
Communication: Excellent communication between home and school is essential to make sure that learners get the support they need.	<p>Our school will:</p> <ul style="list-style-type: none"> Be welcoming at all times and offer opportunities for parents to become involved in school life Make sure that parents have information about their child's progress, behaviour and general school matters Make sure that parents are informed about the curriculum Arrange for parents to discuss their child's targets Make sure they listen to parent's concerns and do their best to help 	<p>Home will:</p> <ul style="list-style-type: none"> Tell school about anything that may affect their child's learning or behaviour Attend parents' evenings Raise concerns promptly and directly with the school Treat staff, other learners and their families courteously and with utmost respect at all times Act on information sent home via letters or the school website / emails 	<p>Learners will:</p> <ul style="list-style-type: none"> Take home letters, notes and reports from school and give them to their parents Talk with parents and school staff about any worries in school Treat others courteously and with respect at all times
Preparedness: Being prepared and organised is essential to successful learning and is a valuable life skill	<p>Our school will:</p> <ul style="list-style-type: none"> Ensure our teachers plan all lessons they teach Have the materials and resources available for rich learning to take place 	<p>Home will:</p> <ul style="list-style-type: none"> Make sure their child wears the correct uniform every day and at all times Make sure their child comes to school with the necessary 	<p>Learners will:</p> <ul style="list-style-type: none"> Wear the correct uniform every day Come to school with the correct equipment and books Use every minute well

- | | | | |
|--|--|-------------------------------|--|
| | <ul style="list-style-type: none">• Ensure every minute is used well in promoting learning | equipment and books every day | |
|--|--|-------------------------------|--|

Appendix C: Line-Up Expectations

The first hand bell

1. This is to inform learners that they need to move to their form and line up. They will have two minutes to do so
2. Learners must move with pace and purpose and not visit the toilet, water-fountain or start looking for a member of staff at this late stage

The second hand bell

1. This is the silence bell.
2. Learners must ALL be in queues and in alphabetical order in SILENCE facing the front
3. HoY/Duty staff/SLT will raise their hand up. Any one who speaks or is not in position will be asked to move to the front.
4. Detentions lasting until 4 pm will be issued
5. Repeated breaches to the line up will have further escalations

Checks

1. Tutors, ASALs and/or duty staff will check uniform
2. Anyone without the correct uniform will need to stand at the front. Detentions lasting until 4 pm will be issued for those missing IDs/uniform

Dismissal

1. Learners are expected to move off facing the front and in single file when dismissed
2. Learners must follow instructions given without answering back or choosing to ignore when being spoken to.

Why line up in silence?

1. Allows swift movement and transitions into the building thereby reducing time wasted
2. Ensures a calm, orderly transition at the start of the day and/or following a break
3. Poor behaviour and pockets of bullying are eradicated if line ups are done correctly.
4. Affords duty leaders the opportunity to communicate any key messages
5. Allows staff to check uniform and ensure all learners have their correct uniform

Appendix D: Equipment for Learning - part of being 'Lesson Ready'

- 2 x Black pens - this meets JCQ exam regulation 'always write in black ink'
- 2 x Green pens - this is for self and peer marking
- 2 x Pencils
- Pencil Sharpener
- Protractor
- Pair of compasses
- Highlighter
- Eraser
- Ruler (30cm clear plastic)
- Scientific Calculator
- Pencil case (large clear plastic on both sides) - this meets JCQ exam regulations
- Personal reading book

We understand that many sets of school equipment are sold in metal pencil cases or other types of cases that are not see-through but they are not allowed in public exams and learners should be in the habit of having the see-through cases.

Any equipment brought to school that does not comply with this list will be confiscated as some equipment brought in can be inappropriate or dangerous e.g;

- large, sharp and pointed scissors
- Permanent markers
- Tippex / correction fluid

Appendix E: Stand and Deliver / Dismiss Process

All learners should get a calm and structured start and end to every lesson.

Start of the lesson - 'Stand and Deliver'

The start of every lesson should have;

1. Meet & Greet - Staff welcome the learners and greet them if they are already in the room.
2. Staff stand at the front of the class
3. All learners stand in silence with equipment out to show they are 'Ready to learn'
4. Staff will stop and wait for this to happen at the front of the class
5. Equipment/Uniform checked including lanyards and learning equipment. Coats Off.

When quiet the group will sit down.

Lesson should then start with a Quiz/Recall activity.

End of the lesson - 'Stand and Dismiss'

The end of every lesson should have;

1. Books/resources collected in
2. Litter put in the bin - staff check this has been done
3. Learners pack up their equipment (if they are leaving the room)
4. Learners stand in silence behind their chairs

Learners are dismissed row by row after these expectations have been met.

Appendix F: The Three Rs

We aim to achieve Excellent Behaviour through continually trying to improve everyone's behaviour through:

- Everyone having regular routines
- Everyone having reasonable responses
- Everyone establishing professional relationships

1. Achieving Excellent Behaviour through: Routines

Routines create good habits that will stay with learners. They allow learners to follow rules instead of breaking them.

- Full uniform
- Full attendance
- Outstanding punctuality
- Full equipment
- Following all the classroom rules (e.g. Stand and deliver / dismiss, working hard)
- Following corridor rules (e.g. keep left / one way systems / quiet & orderly)

These rules are similar to rules learners will come across at work when they get a job and also outside school.

2. Achieving Excellent Behaviour through: Responses

Responses are how we react to situations. Certain responses will make situations worse or better.

We recommend these responses to show excellent behaviour and care towards others;

- Be calm
- Listen carefully
- Follow instructions
- Always work hard when asked to
- Say sorry

These reactions will also help learners at work when they get a job and when dealing with people throughout their lives.

3. Achieving Excellent Behaviour through: Relationships

Relationships show how we interact with others. Different relationships are needed depending on the other person and the context but all must have the same basic elements.

- Treat others with kindness and dignity
- Be respectful
- Take responsibility for your actions
- Be supportive and positive

These relationships will create good character and make learners good citizens and therefore more employable.

Appendix G: Stages of Pastoral Support

Examples of support strategies that could be put in place to support a learner in modifying their behaviour. There is no expectation that every strategy has to be put in place before learners go to the next stage. Some strategies are designed only for certain learners in certain contexts.

Stage 1 Internal support (Concern - poor behaviour, attendance, underachievement)

- Reports
- Parental meetings
- HoY/AHoY mentoring
- Restoratives from CTL & class teacher
- Success Plan
- Referral to Inclusive Learning Panel
- SEN EAL Reading programmes
- LSA support
- Police cadets / Safer Schools officer (informal)
- Peer mentoring
- Diversion strategies inc Sports & lunch clubs
- Young Harrow Foundation signposted charities

Stage 2 Internal and External support / therapeutic (Concern – as stage 1 + a suspension)

- Success Plans
- Behaviour Passport
- Modified Timetable inc Study Centre time
- Behaviour training (from Every Step Matters trained staff)
- Bespoke mentoring with strict, shared targets – Ignite
- Phased re-integrations
- Respite places – Jubilee/Helix
- HHS counselling
- CAF to Social Services – concerns & support for families
- Jubilee outreach work
- External support / EIS / YOT / Abdi / Projects (eg Ben Kinsella) / CAMHS / Harrow Horizons
- Parent group meetings
- Police input (formal)
- Behaviour Contract

Stage 3 Alternative Provision (Concern as Stage 2 + 2nd suspension)

- Governors' warnings
- Managed Move
- Jubilee full-time placement
- Off Site provision
- Other provisions not yet tried if available

Stage 4 Permanent Exclusion (the last resort)

Concern as Stage 3 failure of support strategies implemented and therefore no other alternatives available.

Appendix H: Prohibited items

Unacceptable items of clothing

1. Hoodies or non-uniform jumpers (this includes sportswear (branded or not) jumpers or tracksuit tops)
2. Tight fitting black trousers/jeans, short skirts (worn above the knee) or trousers with studs
3. Black trainers or Black canvas plimsolls in place of black shoes
4. Wearing trainers or boots with school uniform at break and lunchtime when not engaging in sport
5. Large decorative belt buckles or coloured belts. Belts must be navy or black
6. White shirts that do not button up to the neck, not tucked in
7. Steel toe capped boots or shoes
8. Visible brightly coloured or patterned socks / tights / hair bands / hair clips - only black, navy or white are allowed
9. Frilly or decorative ankle socks are not acceptable. Also over the knee socks are not acceptable
10. Any piercings except for single studs in earlobes
11. Baseball caps or any type of peaked cap including bucket hats
12. Bandanas of any colour
13. Headscarves in any colour other than navy blue, black or white
14. Loom bands bracelets or individual Loom bands
15. Brightly coloured coats or scarfs with large logos, slogans or patterns, no scarves inside the school
16. A hair colour of an unnatural shade (eg green, blue, pink etc.)
17. Haircuts with patterns or lines shaved in the hair or eyebrow
18. Coats or any form of jumper worn in place of blazers n.b. coats must not be worn instead of blazers
19. Bags with large logos, slogans or patterns, or not fit for purpose (e.g. small handbag)
20. Ties that end above the fourth shirt button
21. Make-up and jewellery (except a watch and a pair of stud earrings)
22. Fake eyelashes, false nails, or gel nails. Learner nails should be natural and unpainted
23. Visible bright coloured T-shirts under their school shirts

Dangerous Items

1. Lighters and matches
2. Fireworks or explosives of any kind including fireworks or "snaps" containing explosive chemicals
3. Firearms of any kind (real or imitation)
4. Any sort of knife
5. Pointed items that are not designed for use at school i.e Pin Hair Combs
6. Using anything as a weapon with the intention to cause harm or intimidation (the school reserves the right to judge the person's intention based on the context of the incident)
7. Blunt instruments capable of being used to cause serious injury when used to hit
8. Flammable liquids eg lighter fluid
9. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of any person on the school site including coming to or from the school site.
10. Any item that may give an electrical shock
11. Disabling and incapacitating chemicals, gases and sprays, such as mace
12. Workmen's tools capable of being used either to cause serious injury or to threaten

Inappropriate items

1. Alcohol or any other substance used to intoxicate including legal highs
2. Illegal drugs and drugs paraphernalia
3. Pornographic, including indecent, images or movies (in printed, CD/DVD or electronic form)
4. Offensive or inappropriate messages, images or movies on mobile phones and other electronic devices
5. Cigarettes includes e-cigarettes, vapes, shisha pens or liquids for these, tobacco and cigarette papers

6. Items intended for sale to other learners including drinks, sweets and crisps. This is determined by having more than reasonably expected for personal consumption eg multipacks of crisps, sweets or drinks
7. Stolen goods
8. Laser pointers
9. Mobile phones and headphones/earphones either seen or heard
10. Apple watches
11. Food and drinks in lessons (except water)
12. High calorie products like sweets, biscuits, large single 'family' size packets of crisps, energy drinks (eg Red Bull, Monster or any other similar drink high in caffeine or taurine) or fizzy drinks (eg Lucozade, Fanta, Cola)
13. Chewing Gum
14. Any gadgets or toys, electronic or not, that the school deems unnecessary and inappropriate for use at school
15. Fidget toys that are not sanctioned by the Inclusion Department
16. Water bottles that have been used to throw or squirt water (including bottles with lids punctured to create a hole)
17. Glass bottles including perfume bottles
18. Aerosol cans including deodorants
19. Unnecessary money or expensive items
20. any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment

Any items in the dangerous and inappropriate items list can be searched for if any member of staff suspects that they are in a learner's possession or in a locker. Lockers can be searched at any time for these items. Prohibited items, or any other items considered inappropriate for school, will be confiscated or seized (in which case they will not be returned to the learner).

Appendix I - Dealing with negative group behaviours

This is defined by the school as poor behaviour conducted by more than one learner in co-operation with each other. These anti-social behaviours will not be tolerated and learners will be split up from their peers. This may involve learners not being able to socialise with the rest of their group of friends. Although not gang behaviour it could be an early sign of gang behaviour and may be referred to Social Services if the school considers it serious enough or is concerned that extra help is required to protect the learner from developing gang type behaviour.

Gangs

If the school suspects that a learner is involved in gangs or is likely to be involved in gangs a referral to Social Services will be made by the school after a meeting with the parent / carer for being criminally exploited. The behaviours being exhibited on their own may not be gang related but when viewed as a collection the school has a duty to intervene early. The sorts of behaviours that the school considers early indications of a learner having gang tendencies are;

- High Behaviour Points in excess of 100, persistent poor behaviour
- Negative anti-social group behaviours in class and around school
- Seen in Harrow hanging about after 4:30pm when they should reasonably be at home
- Seen associated with known or suspected gang members (identified by the police)
- Seen loitering in areas known to be associated with gang activity (identified by the police)
- Selling items in school
- Gambling (before, during or after school)
- Play Fighting
- Multiple exclusions
- Wearing symbols of membership eg bandanas, trousers tucked into socks, particular common clothes eg jackets etc
- Calling their group of friends a collective name eg 'Squad'
- Hand signals and gestures eg when taking photographs
- Under achievement and disengaged in school work
- Encouraging others to fight
- Seeing violence as normal
- Spending excessive time with younger learners and getting them to do tasks (recruitment)
- Seen with arm around younger learners in a show of superiority or control
- Drug paraphernalia found on person or in their bag
- Being the subject of a police investigation for anti-social behaviour outside school

We understand that early intervention can be distressing for a family but the school has a duty of care to raise these issues early before it is too late.

Appendix J: Guidance on searching learners

The school follows the guidance set out by the DfE 'Searching, Screening and Confiscation Advice Feb14'.

Permission must be sought from the Head Teacher or Deputy Head Teacher prior to any search of a learner. The search must take place in the presence of a senior member of staff and involve two members of staff, one acting as a witness.

Searches are normally made with the learner's consent and co-operation. However, there are times where consent is not needed for the following items;

Knives/weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic material, any item the school suspects have been or is likely to be used to commit an offence, cause personal injury or to damage property.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. Seizing means that the item will not be returned to the learner.

The school may use a wand metal detector to assist in searches. Knife arches are not normally in school but may be used as part of larger scale screening exercise in an educational context as part of the delivery of a safeguarding assembly or lesson.

Any items banned by the school may also be searched for.

The school is able to search lockers for prohibited items without the learner's permission at any time as part of the conditions for having a locker.

Items of non-uniform will be confiscated on the spot and the learner will usually collect them at the end of the day. Parents/carers may have to collect items that have been confiscated on a regular basis.

Mobile phones and head/earphones will be confiscated on the spot and handed in to the finance office for safe keeping. They will be handed out at the end of the day after the detention has taken place.

Food or drink seized at any point during the day will be disposed of.

HHS search procedure

1. If a member of staff has reason to believe that a learner is in possession of a prohibited item that is concealed they must inform the Learning Walk.
2. The senior member of staff on Learning Walk duty will seek the permission of the Head Teacher or Deputy Head Teacher to conduct the search. Or the Head or Deputy will conduct the search themselves.
3. Another member of staff must be present as a witness. One must be the same sex as the learner.
4. Searches will be made of learners bags, electronic devices, lockers and outer garments
5. Searches will never be of an intimate nature and learners will be asked to remove out garments (e.g. coats, hats, scarves, gloves, blazers, shoes) so that the staff member can search them.
6. A metal detector wand can be used to check for metallic objects that may be suspected to be hidden within clothing that the learner is wearing.
7. Explain to the learner that there are reasonable grounds to suspect they are in possession of a prohibited item.
8. Ask if learner has any comment to make or if there is anything they wish to hand over
9. Permission to search the learner will be asked so that they can help in the investigation.
10. If this is refused it can be referred to the police for possible criminal items or the parents/carers for all other items.

11. Staff will accompany the learner to an appropriate venue and stay with learner
12. Police searches on school site will only take place in the presence of a parent.
13. Parents do not need to be informed of searches but searches involving; weapons, drugs, alcohol, stolen items, fireworks, pornographic images, parents must be told.

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables staff to confiscate, retain or dispose of a learner's property as a disciplinary penalty, where reasonable to do so.

Also where any article is reasonably suspected to be an offensive weapon, it will be passed to the police.
Items that will be disposed of are;

1. Alcohol
2. Substances believed by the school to be harmful or detrimental to good order and discipline
3. Tobacco and cigarette papers
4. Fireworks
5. Pornographic material (this includes deleting material off learners phones)
6. An item that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property
7. High calorie products like sweets, biscuits, large single 'family' size packets of crisps, energy drinks (eg Red Bull, Monster or any other similar drink high in caffeine or taurine) or fizzy drinks (eg Lucozade, Fanta, Cola)
8. Laser pointers
9. Any items on the dangerous and inappropriate prohibited items lists

Items that will be passed onto the police are;

1. Controlled or illegal drugs
2. Stolen items (these may also be returned to the owner)
3. Pornographic material / images that are a criminal offence
4. Weapons of any kind
5. Any items on the dangerous and inappropriate prohibited items lists if they are part of a police investigation

Helpful links;

[Child Law Advice - School powers to search and screen pupils.](#)

<https://www.gov.uk/school-discipline-exclusions/searches>

[DfE Searching, Screening and Confiscation Advice for schools July 2022](#)

[Screening and Searching Pupils for Prohibited Items NEU guidance](#)

Appendix K: Harrow High School Suspension and Permanent Exclusion Flowchart

