



Behaviour for Learning Policy

2026- 2027

DOCUMENT:	Behaviour for Learning Policy
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Review:	The document should be reviewed by a nominated member of staff and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process, or legislation.
Purpose of Document:	To give guidance on behaviour for learning processes and procedures to ensure that students are well supported and high standards are maintained
Implementation:	The procedures will be accessed via the THS Policies team
Dissemination:	The procedures will be available to all staff, teaching and non-teaching

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1.0 Policy Aims

We recognise that behaviour may be influenced by trauma, adverse childhood experiences, unmet SEND needs, mental health difficulties, bereavement, safeguarding concerns, exploitation, attendance difficulties, and other vulnerabilities. Our approach seeks to understand the factors that may be contributing to a student's behaviour whilst maintaining clear expectations, consistent boundaries, and appropriate accountability. We are committed to creating an environment in which all students feel safe, valued, understood, and supported to achieve positive outcomes.

This policy aims to:

- Provide guidance for staff, students, parents/carers, governors and other stakeholders on how we support students to self-regulate, manage their behaviour, feel safe and be ready to learn.
- Promote a holistic, relational, and inclusive approach to understanding and supporting behavioural, emotional and self-regulation needs.
- Create a positive culture that promotes pro-social behaviour and enables all students to learn in a calm, safe, and supportive environment.
- Establish a consistent whole-school approach to maintaining high standards of behaviour that reflect the values and ethos of The Harbour School.
- Promote positive relationships built on respect, trust, dignity, and belonging.
- Outline the school's expectations, responses, and consequences in relation to behaviour.
- Ensure behaviour, support and management are applied fairly, consistently and equitably across the school.
- Define behaviours that are considered inappropriate, including bullying, discriminatory behaviour and other forms of anti-social conduct.
- Support students to develop the skills, resilience, and independence needed to manage their behaviour successfully and prepare them for their next stage of education, employment or training.

2.0 The Harbour School: Statement of Behaviour Principles

At The Harbour School (THS), we recognise that fostering positive student attitudes is an essential pre-requisite to achieving our aims as a school.

We value our relationships within the school community, and this is reflected in our constant ambition to grow and instil a positive and respectful culture, where all our students feel safe, secure and confident.

We are aware of the importance of having high expectations of students' behaviour and conduct. We are also aware that these need to be applied consistently, fairly and

that all staff need to make sure that students adopt appropriate routines both in and out of the classroom.

We believe that the school values '**Ready, Respectful** and **Safe**' encompass the values above and promotes academic progress and positive behaviour.

We know that some of our students have significant barriers to their learning and we will respond with a range of tailored interventions, in partnership with our parents and external partners, including teaching behaviours for learning, so that all of our students are given the best possible chance to succeed.

Bullying, aggression, discrimination and derogatory language are not accepted and are dealt with swiftly, fairly and effectively.

Suspensions or permanent exclusions will only be used as a last resort, when all other strategies have been exhausted.

This policy is underpinned by the principles of Dan Hughes and the P(L)ACE (Playfulness, (Love), Acceptance, Curiosity, Empathy) approach. This approach helps to promote the experience of safety in our interactions with young people and supports us to connect with our students at the Harbour School. This approach, along with a range of other relational approach have contributed to the writing of this policy.

3.0 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 in Schools \(updated July 2023\)](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2026](#)
- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement \(July 2026\)](#)
- [Use of Reasonable Force in Schools](#)
- [Supporting Pupils with Medical Conditions at School \(Statutory Guidance, 2017\)](#)
- [Special Educational Needs and Disability Code of Practice: 0-25 Years \(updated September 2024\)](#)
- [Mobile Phones in Schools \(DfE Guidance\) 2026](#)

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 gives schools the authority to confiscate Students' property

- 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.

4.0 Definitions

Our behaviour for learning principles and student Code of Conduct is based around:



The Code of Conduct is displayed in all classrooms and around the school and frequently referred to.

At The Harbour School we are clear on the types of behaviours that we want students to display. We believe these types of behaviours are the cornerstone of empowering our students to '**grow, learn and achieve**' so that they can thrive in all aspects of their life, now and in the future.

Positive behaviour is defined as:

Behaviour, which is positive, helpful, and intended to promote social acceptance.

Positive behaviour is characterised by a concern for the rights, feelings and welfare of other people and behaviour which benefits other people or society.

Examples of positive behaviours can be seen below

- Showing respect to members of staff and each other
- In class, make it possible for all students to learn
- Not using inappropriate language in and out of lessons

- Behaving in an orderly and self-controlled way in school corridors - Moving quietly around the school in transition times and during break times
- Treating the school buildings and school property with respect
- Accepting consequences when given
- Refraining from behaving in a way that brings the school into disrepute, including when outside of school or online.

Anti-social behaviour is defined as:

Anti-social behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment. Anti-social behaviour is likely to cause injury, harassment, alarm or distress and can violate the rights of another person.

Examples of this misbehaviour can include (but not exhaustive too):

- Truancy from lessons
- Poor attitude to learning
- Failure to follow the instructions of staff
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Defiance
- Inappropriate language
- Non-completion of classwork

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- 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
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Illegal drugs
 - Stolen items

- Tobacco/ cigarette papers/ vapes
- 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)
- Energy/ fizzy drinks/ chewing gum
- Physical assault that results in a person requiring medical attention

All students at The Harbour School have a broad range of social, emotional and mental health difficulties. Staff always try to distinguish between intentional anti-social behaviour and behaviour arising from acute anxiety, learning, social, emotional or sensory needs, which impacts or prevents students making the right decisions and may lead to intentional anti-social behaviour.

Equality vs Equity

Equality is treating everybody the same. **Equality** aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. **Equity** is giving everyone what they need to achieve success. At The Harbour School we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning so they can achieve their full potential.

5.0 Bullying

At The Harbour School, we have adopted the 'Anti-Bullying Alliance shared definition of bullying:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological, It can happen face-to-face or online'.

There are four key elements to this definition:

- **Hurtful**
- **Repetition**
- **Power imbalance**
- **Intentional**

Bullying behaviour can be:

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Verbal	Name calling, sarcasm, spreading rumours, threats, teasing, belittling
Emotional	Isolating others, tormenting, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion
Sexual	Unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc
Online/ cyber	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI). Posting on social media, sharing photos, sending nasty messages, social exclusion
Indirect	Can include the exploitation of individuals
Prejudice-based and discriminatory, including, but not limited to: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

The Harbour School operates a zero-tolerance policy towards bullying. Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, or taking advantage of another person.

All forms of bullying cause hurt and distress for the recipient and the school's aim is to create an environment of education and awareness that makes this type of behaviour unacceptable.

Our school's behaviour for learning principles of '**Ready, Respectful** and **Safe**' also applies to how we respond to incidents of bullying. We aim to help students towards an understanding of what is right and wrong.

As a school we believe in:

- Supporting everyone in forming good relationships with adults & peers
- Students being fully involved in the writing, implementation, monitoring and review of our anti-bullying policy
- Tackling incidents of bullying by encouraging an environment where individuality is celebrated, and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

If a student is being bullied, they should speak to their class teacher, Phase leader, Safeguarding and Attendance lead or any member of staff.

6.0 Roles and responsibilities

Everyone within the school community is responsible for:

- Acting as a positive role model at all times.
- Creating and maintaining a calm, safe, and purposeful environment that supports teaching, learning, and wellbeing.
- Establishing and sustaining high expectations, while recognising and celebrating progress, effort, and achievement, however small.
- Fostering an inclusive culture in which students and adults are treated with dignity and respect, and where individual rights, values, beliefs, and backgrounds are valued.
- Building and maintaining positive relationships with all members of the school community through mutual respect, professionalism, and tolerance.
- Recognising bullying, discrimination, unkindness, and inappropriate behaviour when they occur, and responding promptly and effectively in line with school procedures.
- Promoting positive behaviour consistently and modelling the values and expectations outlined within the school's Code of Conduct.
- Supporting students to develop their understanding of healthy relationships, self-regulation, responsibility, and positive behaviour.
- Contributing to a culture where safeguarding is everyone's responsibility and acting promptly on any concerns regarding a student's welfare, safety or wellbeing.

Staff should recognise that changes in behaviour, attendance, presentation, emotional wellbeing, aggression, withdrawal or risk-taking behaviour may indicate an underlying safeguarding concern. Such concerns should be reported to the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures.

6.1 The Local Governing Body

The Local Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Annex 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher and leaders to account for its implementation

6.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the local governing body
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with anti-social 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 and child protection policy to offer students both protective and meaningful consequences and support when necessary
- Ensuring that the data from Epriase is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

6.3 Staff

- Staff are responsible for:
- Supporting students to be the best they can be
- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour for learning policy consistently no matter what campus they are working on
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling positive behaviour and positive relationships
- Proactively seeking to build and maintain positive relationships with all students
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and accurately

- Challenging students to meet the school's expectations
- Keeping up to date with research around relational and trauma informed practice

The Senior Leadership (SLT) and Middle Leadership teams will support staff in responding to behaviour incidents across all campuses.

6.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour for learning policy and reinforce it at home where appropriate
- Support their child in following the school's behaviour for learning policy
- Inform the school of any changes in circumstances that may affect their child's behaviour within school
- Discuss any behaviour related concerns with the school promptly
- Take part in any pastoral work following anti-social behaviour incidents (for example, attending reviews of specific behaviour interventions and reintegration meetings).
- Raise any concerns about the management of behaviour with the Headteacher or Deputy Headteacher/ Assistant Headteachers directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will build positive relationships with parents and carers by keeping them informed about developments concerning their child's behaviour, the school's policy, and working in collaboration with them to tackle any issues that may arise.

6.5 Students

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
- The school's Code of Conduct (appendix 2)
- Their duty to follow the behaviour for learning policy
- The school's daily routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they may experience if they are not
- The pastoral support that is available to them to help them be the best they can be

Students will be supported to meet our expectations and ensure understanding of the behaviour for learning policy. Students are taught the behaviour expectations via the bespoke emotional literacy curriculum.

Students will be asked to give feedback over the course of the academic year on their experience of behaviour at the school to support the evaluation, improvement and implementation of the behaviour policy.

7.0 Responding to Behaviour

7.1 Behaviour Culture

At The Harbour School we ask our students to **'Be Ready', 'Be Respectful'** and **'Be Safe'** and to always follow these expectations when on the school site or when they are off the school site.

In line with this our students are expected to:

- Follow the school's Code of Conduct
- Develop the skills and tools so that they can manage their behaviour effectively
- Show respect to members of staff and each other
- Make it possible for all students to learn
- Move safely around the school
- Treat the school buildings and school property with respect
- Accept consequences when given
- Always upholding the schools code of conduct, including when outside of school or online
- All students will have Individual Regulation Plans that identify triggers, early signs of dysregulation, key adults, de-escalation strategies, safe spaces and reintegration approaches.

In line with the varying needs of our students, allowances may be made, given students social, emotional and mental health needs, or in line with our understanding of previous trauma.

At the Harbour School we believe in working with our students to teach positive behaviour.

We believe in doing so through the following methods:

- Building positive relationships
- Ensuring positive role modelling
- Being consistent
- Developing solid routines
- Planning positive alternatives to anti-social behaviour
- Ensuring rewards and positive reinforcement
- Providing students with feedback and recognition
- Planned and/or tactical ignoring (low level behaviours, giving time for behaviour to stop)
- Ensuring the use of positive language by telling students what you would like to see, not what you don't
- Restorative practice (follow up the behaviour and its impact and consequences at an appropriate time, after regulation has taken place)

- Following the PRICE (protecting, rights in a caring environment) principles of de-escalation and restrictive physical intervention

7.2 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school and applying this policy and the code of conduct consistently.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged in their learning
- Display the Code of Conduct within their classroom and refer to it during lessons
- Develop a positive relationship with students, which should include:
- Greeting students at the start of lessons
- Establishing clear routines for their classrooms
- Providing students with opportunities to celebrate success
- Communicating expectations of behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Following the school's behaviour processes in relation to Level 1- 3 anti-social behaviours.

7.3 Mobile phones

The Harbour School recognises the significant impact that mobile phones and other smart devices can have on students' learning, wellbeing and safety. In line with Mobile phones in schools' guidance, the school operates as a mobile phone-free environment during the school day.

As part of the school's welcoming and screening process, students are expected to hand in mobile phones and other unauthorised smart devices before entering the campus. This process supports the creation of a calm, safe and purposeful learning environment from the start of the school day.

Students' belongings, including mobile phones, are stored securely by the school throughout the day and returned in line with campus procedures at the end of the school day.

Mobile phone restrictions support the school's behaviour and safeguarding responsibilities by reducing:

- disruption to teaching and learning;
- cyberbullying and online harassment;

- peer-on-peer abuse;
- inappropriate photography and video recording;
- the sharing of inappropriate or indecent images;
- exposure to harmful online content;
- online exploitation and grooming risks;
- social media-related conflict that impacts the school community.

Students are expected to comply with all mobile phone procedures. Where a student fails to hand in a mobile phone, uses a phone during the school day, or is found to be in possession of an undeclared device, staff will respond in line with the school's behaviour policy and procedures. Devices may be confiscated in accordance with the school's behaviour policy and the Department for Education's guidance on searching, screening and confiscation.

The school recognises that reasonable adjustments may be required for some students due to SEND, medical needs or individual risk assessments. Any agreed arrangements will be considered on a case-by-case basis and recorded where appropriate.

In line with the home school agreement. Students bring their phones to school at their own risk, and the school take no liability for any loss or damage that may occur.

7.4 Responding to positive behaviour

At The Harbour School, we prioritise the recognition and celebration of positive behaviour and strive to ensure that students' achievements are acknowledged throughout the school day.

When a student's behaviour for learning meets or exceeds expectations, staff will recognise this through positive praise and rewards. Positive reinforcement will be applied consistently and fairly to strengthen the routines, expectations and values that underpin the school's behaviour culture.

Rewards are linked to students demonstrating the expectations outlined within the school's Code of Conduct. Throughout the school day, students are awarded points when they demonstrate the school's core expectations of Being Ready, Being Respectful and Being Safe. These points recognise positive choices, engagement in learning, positive relationships and contribution to the school community.

All positive behaviour points are recorded through the school's behaviour recognition platform, ePraise, which is used consistently across all campuses of The Harbour School. ePraise enables staff to recognise and celebrate positive behaviour, effort, attendance, resilience, self-regulation and personal achievement. Students and families can access the platform to monitor progress and celebrate success.

Students will have opportunities to exchange accumulated points for agreed rewards at designated points throughout the academic year.

Positive behaviour may also be recognised through:

- Verbal praise
- Positive communication with parents/carers, including phone calls, texts or postcards home
- Certificates, celebration assemblies and special awards
- Whole-class or site-based reward activities and trips
- Sharing achievements through the school's website, newsletters or other forms of communication

Recognition will be given to students who demonstrate improvements in self-regulation, attendance, engagement with learning, positive relationships and perseverance following periods of challenge.

7.5 Responding to anti-social behaviour

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

The Harbour School uses a behaviour for learning guidelines chart to categorise behaviour from Level 3 (Low) to Level 1 (Severe). The category of behaviour will determine how the behaviour is responded to, and what consequences may be implemented (Annex 3).

Students will be supported to manage their behaviour independently, and strategies will be implemented to help them learn to self-regulate.

De-escalation techniques, including the use of pre-arranged scripts and phrases, may be used to help prevent further behaviour challenges arising.

Recording Behaviour Incidences

Behaviour incidents will be recorded on CPOMS as soon as practically possible. For ease of reporting, and for follow up purposes, initials must not be used at any times. Actions must be recorded on each incident to ensure appropriate follow up is recorded.

Restorative Conversations

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening, and to resolve them

if they do happen. We aim to use restorative conversations to develop children's ability to reflect and explore (Annex 4):

- 1. *How do I/you feel following the incident?***
- 2. *How would I/you like to feel?***
- 3. *Who has been affected?***
- 4. *How would I/you like people to feel?***
- 5. *What might make things difficult to return?***
- 6. *Who would I like to help me return?***
- 7. *Things that I am already good at?***
- 8. *Things that will help me do well when I return?***
- 9. *What impact did the incident have?***
- 10. *What will support my return?***

7.6 Supporting students following a consequence

Following a consequence, staff will work with the student to reflect on the incident, understand its impact and develop the skills needed to make positive choices in the future. Support will focus on helping students to regulate their emotions, build independence and successfully meet the expectations of the school.

Staff will seek to avoid responses that may lead to feelings of shame and will recognise that some students may display a shame response following an incident. Consistent with the school's relational and trauma-informed approach, staff will support students to repair relationships, re-engage with learning and experience success as quickly as possible.

Support following a consequence may include:

- Reintegration meetings
- Mentoring sessions
- Meetings with parents/carers
- Access to safe spaces and regulation support
- Off-site direction, where appropriate
- Activities of choice
- Individual behaviour targets
- Bespoke rewards and recognition

Following significant incidents, staff will consider any safeguarding implications, SEND needs, mental health or wellbeing concerns, amendments required to risk assessments, Behaviour Support Plans or Regulation Plans, and whether additional support or multi-agency involvement is required. The school's response will focus on understanding underlying need, reducing the likelihood of future incidents and supporting the student's successful reintegration into school life.

7.7 Safeguarding

The Harbour School recognises that changes in behaviour, presentation, emotional wellbeing, attendance or engagement may be indicators that a student requires additional support, early intervention or protection. Behaviour will always be considered within the wider context of the student's circumstances and vulnerabilities.

Staff will consider whether a student's behaviour may be linked to safeguarding concerns, including neglect, abuse, trauma, mental health needs, child criminal exploitation (CCE), child sexual exploitation (CSE), county lines activity, serious violence, peer-on-peer abuse, online harm or other forms of vulnerability.

Where concerns are identified, staff will follow the school's safeguarding procedures without delay and liaise with the Designated Safeguarding Lead (DSL). The school will consider whether pastoral support, Targeted Early Help, multi-agency intervention or a referral to children's social care is required to safeguard and promote the welfare of the student.

The school recognises that safeguarding is everyone's responsibility and that effective information sharing and early intervention are key to achieving positive outcomes for children and young people.

For further information, please refer to the school's Safeguarding and Child Protection Policy.

7.8 Restrictive Physical Intervention

Restrictive Physical Intervention (RPI) refers to the use of a reasonable, proportionate and necessary physical intervention to prevent harm and maintain safety. At The Harbour School, our approach is underpinned by a relational and trauma-informed ethos, and staff will always seek to use preventative and de-escalation strategies before considering physical intervention wherever it is safe and appropriate to do so.

All members of staff have the legal power to use reasonable force, including Restrictive Physical Intervention where necessary, to prevent a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Causing serious damage to property
- Causing serious disruption to the good order and safe running of the school

Any Restrictive Physical Intervention must:

- Only be used as a last resort when other strategies have been unsuccessful or are not practicable.
- Be reasonable, proportionate and necessary in the circumstances.
- Use the minimum level of intervention for the shortest time necessary.
- Be carried out in a way that preserves the safety, welfare and dignity of everyone involved.

- Never be used as a form of punishment, coercion, or as a response to behaviour that does not present a risk of harm, damage or serious disruption.
- Be recorded using a PRICE form and uploaded to CPOMS as soon as possible following the incident.
- Be shared with parents/carers at the earliest opportunity through a telephone call and/or face-to-face discussion.
- Be followed by written communication to parents/carers where RPI has been used.
- Be reviewed by leaders to identify any learning, support needs or amendments required to risk assessments, Behaviour Support Plans or Regulation Plans.
- Include consideration of whether the incident indicates any unmet safeguarding, SEND, mental health or pastoral need requiring further assessment or intervention.

At The Harbour School, all staff receive PRICE training appropriate to their role, with refresher training provided in accordance with school procedures. Further guidance regarding the use of Restrictive Physical Intervention can be found in the school's *Physical Restraint and Restrictive Physical Intervention Good Practice Document*.

Following any incident involving RPI, consideration will be given to restorative support, student wellbeing, safeguarding concerns and any SEND, mental health or pastoral factors that may have contributed to the incident. The school is committed to learning from incidents and using this information to continually improve support for students and reduce the likelihood of future interventions.

7.9 Off-site incidents

Consequences will be applied where a student has shown challenging behaviour when representing the school off-site. This refers to anti-social behaviour 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
- Representing school at events
- In any other way identifiable as a student of our school

Consequences may also be applied where a student has demonstrated anti-social behaviour off-site, at any time, whether the conditions above apply, if it:

- Brings the school into disrepute
- Could have repercussions for the orderly running of the school
- Poses a threat to another student, including all forms of online abuse
- Could adversely affect the reputation of the school

Consequences 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.

Students may not be able to access provision off-site if they do not demonstrate **Ready, Respectful, Safe** Behaviour within school or the wider community. This

decision will be made by the relevant campus leadership team and communicated to parent/ carers.

7.10 Unsafe and anti-social behaviour online

In line with our Behaviour for Learning guidelines, the school may issue consequences to students for inappropriate behaviour online when:

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

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

7.11 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment regarding 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, either the Headteacher, Deputy Headteacher or DSL will make the report. The school will not interfere with any police action taken, but the school may continue to follow its own investigation procedure and enforce consequences as necessary, 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 required.

7.12 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to Targeted Early Help
- Refer to children's social care
- Report to the police

Please refer to our Safeguarding and child protection policy for more information.

7.13 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 implement a consequence to the student in accordance with this policy. This decision will be made by the Headteacher.

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 implement an appropriate consequence to 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 needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate and this will be acted on in consultation with the DSL and our own safeguarding procedures as outlined within our safeguarding policy.

The school will also consider the needs of staff and students accused of misconduct and follow up with support as required.

Please refer to our safeguarding and child protection policy for more information on responding to allegations of abuse against staff or other students.

8.0 Home School Agreement

For any student to be successful it is important that there is a partnership between the student, parent/carer and the school. Upon admission to the Harbour School the expectations of the school will be explained, and parents and students will be expected to sign a home school agreement. (Annex 5)

9.0 Suspension and permanent exclusion

The school may use suspension and permanent exclusion in response to serious incidents or in response to persistent anti-social behaviour which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our suspensions and permanent exclusions policy, which is available on request.

10.0 Responding to anti-social behaviour from Students with SEND

10.1 Recognising the impact of SEND on behaviour

Due to the nature of The Harbour School, we recognise that students' behaviour may be impacted by a special educational need or disability (SEND) and we understand that sometimes behaviour is our students communicating an unmet need. Through our graduated response and our "plan, do, review" cycles, we will work hard with the student to unpick these needs and address them in a timely manner.

When anti-social behaviour incidents arise, they will be considered in relation to the student's SEND, although it is recognised that not every incident will be connected to the student's SEND needs. Decisions on whether a student's SEND had an impact on an incident 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled Student being 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 seek to identify, as far as possible, the factors that may contribute to dysregulation, distress or behaviour that may challenge, and will put in place appropriate support and reasonable adjustments to reduce the likelihood of incidents occurring.

Any preventative measures will be informed by the individual needs, circumstances and strengths of the student, taking account of SEND, SEMH needs, safeguarding considerations, professional advice and the views of the student and their family.

This will include the regular monitoring and analysis of behaviour, attendance, suspension and safeguarding data to identify patterns, trends and any disproportionate impact on students with SEND, EHCPs, looked after children and other vulnerable groups. Where disparities or emerging concerns are identified, targeted support and appropriate interventions will be implemented.

10.2 Adapting consequences for Students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time because of their SEND
- The student was likely to behave aggressively due to their SEND

If the answer to any of these is 'yes', it may be unlawful for the school to implement a consequence to the student for the behaviour. The school will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made.

10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCo) 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 specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, staff will liaise with external agencies and plan support programmes for that child, including reviewing if the child requires an Education, Health and Care Plan.

10.4 Students with an Education, Health and Care (EHC) Plan

The provisions set out in the Students EHC plan must be secured and the school will co-operate with the local authority and other bodies to ensure provision for these students is appropriate.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school (campus leadership with SENDCo support) may request an emergency review of the EHC plan to determine what further support if required and/or if the school can meet that student's needs.

11.0 Student transition

11.1 Inducting incoming Students

Due to the nature of the provision of The Harbour School, students will join the school at various points throughout the academic year. The school will support incoming students to meet our standards of behaviour by offering an induction process to familiarise them with our Behaviour for Learning policy, the school's Code of Conduct and the wider school culture, led by the relevant campus Phase Leader.

11.2 Transition between sites

Each campus at The Harbour School serves a different purpose in relation to the needs of the students within it. Because of this, students may be required to transition to a different site within the school to ensure their needs are appropriately met. To ensure a smooth transition, students will have transition sessions as required and appropriate with their new staff, and visits to their new campus. To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues is available to all staff via Arbor. Staff will be expected to review this information, alongside all other student information, to ensure appropriate planning and success for the student.

12.0 Behaviour for Learning Training

As part of the staff induction process, as well as our ongoing CPD calendar, staff are provided with regular training on dealing positively with and managing behaviour, including training on:

- School processes and systems – implementation of this policy
- Relational and Restorative Practice
- Restrictive Physical Intervention (PRICE)
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

13.0 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Permanent exclusions and suspensions
- Incidents of restrictive physical intervention
- The use of off-site directions
- Perceptions and experiences of the school behaviour culture for staff, Students, governors and other stakeholders (via surveys)

Behaviour, safeguarding, attendance and suspension data will be analysed regularly by Phase Leaders and members of the Senior Leadership Team to identify patterns, trends and areas requiring further support or intervention.

The school will use the findings of this analysis to ensure it is meeting its duties under the Equality Act 2010. Attention will be given to identifying any disproportionate impact on specific groups of students. Where trends, disparities or emerging concerns are identified, leaders will review practice, policies and provision to ensure appropriate action is taken and barriers to success are addressed.

Reintegration and transition planning will focus on identifying protective factors, implementing reasonable adjustments, repairing and strengthening relationships, and putting in place strategies that support sustained engagement, wellbeing and successful participation in school life.

14.0 Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding & Child Protection policy
- Suspension and Permanent Exclusion policy
- Anti-Bullying Policy
- Physical restraint Good Practice Document

ANNEX 1: Governors' behaviour principles

The Harbour School's local governing board adopt the following behaviour principles:

- Every student understands they have the right to feel safe, valued and respected, and have a positive attitude to learning
- All students, staff and visitors are free from any form of discrimination
- Anybody that accesses any one of the school campuses, including staff and visitors, must set an excellent example to students at all times
- The behaviour for learning policy is understood by students and staff
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour for learning and other related policies
- The suspensions and permanent exclusion policy explains that suspensions/ permanent exclusions will only be used as a last resort, and outlines the processes involved
- Students are supported to take responsibility for their actions, and work to independently regulate their behaviour
- Families and carers are involved in the handling of behaviour incidents to foster positive relationships between home and school

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

ANNEX 2: Code of Conduct



CODE OF CONDUCT

BE READY

- ✓ I attend school
- ✓ I am appropriately dressed for school
- ✓ I follow mobile phone expectations
- ✓ I arrive on time to lessons
- ✓ I have a positive attitude to learning
- ✓ I am ready to learn



BE RESPECTFUL

- ✓ I use appropriate language
- ✓ I am supportive of all
- ✓ I look after school property
- ✓ I am tolerant of others
- ✓ I try to be helpful at all times
- ✓ I listen to others



BE SAFE

- ✓ I follow the start of day routines
- ✓ I follow adult instructions
- ✓ I am in the right place at the right time
- ✓ I make good choices wherever I am
- ✓ I respect others personal space
- ✓ I am safe with equipment



ANNEX 3: Responding to Behaviour

Responding to Behaviour Incidents

Level 3	assistance needed for a minor issue
Level 2	assistance needed due to a medium issue (distracting learning)
Level 1	urgent assistance required (all available staff needed as soon as possible)

	Incident	Process	Follow up
Level 3	<p>student refuses to enter into the classroom</p> <p>student refuses to settle at the start of the lesson</p> <p>student refuses to engage in lesson activities</p>	<p>SW/Teacher intervention</p> <p>Discussion about the reasons why</p> <p>Wellbeing 'Check in' 1:1 with key person</p> <p>Ongoing persistent low level behaviour concerns – tutor report, subject, PL report.</p> <p>Considerations:</p> <p>Is this a one-off incident?</p> <p>Is this persistent in one particular lesson?</p> <p>Is there a pattern emerging?</p> <p>Has there been a change to their routine?</p>	<p>Forward onto tutor in the first instance</p> <p>Teacher/support staff to check in at the end of the lesson to make sure that they are ok – positive praise, reward system in place.</p> <p>Considerations:</p> <p>If this becomes a persistent concern then liaise with tutor to discuss monitoring and further discussion with student on how to improve the situation (student voice). Tutor to highlight to PL if persistent. Involve parents/carers.</p> <p>The overall aim is to reduce/remove the barriers to them going into the classroom, settle in the classroom and engage in lesson activities.</p>
Level 2	<p>student is refusing to follow instructions that contravenes H&S expectations.</p> <p>student has started to damage equipment</p>	<p>Staff member will offer the opportunity for the student to make a better decision/choice (distractions and alternatives offered). Offer appropriate key person/member of staff to support the situation (if appropriate).</p>	<p>Discussions around appropriate next steps with school TAC as appropriate (tutor, teacher, key person, PL, DHT). Parent/Carer meeting with student to reinforce expectations of behaviour in school.</p>

	<p>student is being verbally abusive to staff/students</p> <p>student has left the classroom</p>	<p>If this is unsuccessful use radio to call 'On call' Level 2 and state location. On call – utilise 'Change of face', change of location, exit strategy, safety plan, safe space as per individual regulation plan. Follow risk assessment</p> <p>Considerations:</p> <p>At any point level 2 situations can quickly escalate therefore it may be appropriate to make the level 2 call a level 1 call.</p>	
Level 1	<p>student has made physical contact against a member of staff/ student</p> <p>student is presenting extreme behaviour</p> <p>situation is quickly escalating</p>	<p>Radio call 'Level 1 and state location'. Move if appropriate staff/students to a safe space. Wellbeing check on all involved. Ensure appropriate strategies for that student is being used: change of face, key people. Police to be notified if appropriate but in all cases of physical contact against a member of staff and/or student. Ensure contact is made with an appropriate member of SLT including DSL. First aid support if required and appropriate medical help sought. Student to leave site as safely and appropriately as possible and into the care of parent/main carer.</p>	<p>Appropriate statements to be provided and recorded on CPOMS. SLT investigation to take place to ensure appropriate course of action is in place. This could include potential suspensions, bespoke provision. Reintegration and restorative meetings.</p> <p>Considerations:</p> <p>Extreme behaviour can vary with young people and the reasons why. A situation that is escalating quickly with the right intervention and people supporting means that can be resolved quickly to prevent escalation.</p>

ANNEX 4: Restorative Conversation Sheet



Restorative Conversation Sheet

Date		Staff leading conversation	
People involved in conversation			
Brief overview of incident			
How do you feel following the incident?			
How would you like to feel?			
Who has been affected?			
What impact did the incident have?			
How would you like people to feel?			
What might make things difficult to return?			
Who would you like to help you return?			
What things am I/ you already good at?			
What will help you to do well when you return?			

Are any assessments required to explore a potential underlying need (e.g. ND assessment)?	
What strategies can you implement to prevent a recurrence?	

To be saved in Arbor/Tutor File on OneDrive. A copy should be sent home to parent/carer.

Restorative meeting questions:

1. How do I/you feel following the incident?
2. How would I/you like to feel?
3. Who has been affected?
4. How would I/you like people to feel?
5. What might make things difficult to return?
6. Who would I like to help me return?
7. Things that I am already good at?
8. Things that will help me do well when I return?
9. What impact did the incident have?
10. What will support my return?

Home- School agreement

As a school

We will:

- Provide a broad and balanced curriculum that caters for all children, including when delivered remotely
 - Make every effort to enable all students to achieve high standards of work and behaviour by building positive relationships and developing a sense of individual responsibility
 - Help and encourage your child to reach their full potential
 - Monitor and update you on your child's progress, attendance, safeguarding and wellbeing at parent meetings, on the phone and in written reports
 - Support your child's wellbeing and safety by providing a safe, supportive and caring environment
 - Support students to learn to regulate their behavior independently, and outline clear expectations in our behaviour for learning policy so we can maintain a safe environment for all students
 - Effectively tackle any bullying, discrimination, harassment, or victimisation
 - Teach students the principles of personal safety, in particular digital safeguarding, and support them in the appropriate use of social media sites
 - Offer opportunities for parents and carers to get involved in school life
 - Respond to communications from parents constructively and in a timely manner, following school policies
-

Parents/carers

I will:

- Make sure my child attends school regularly and on time and notify the school if my child will be absent, including signing up to and using study bugs
- Make sure my child is dressed in the correct uniform
- Encourage my child to try their best so they can reach their full potential
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff
- Inform the school of any changes to my contact details so that effective communication can be maintained
- Read and follow the school's policies
- Not book any holidays during term time periods.
- Treat all members of the school community with care and respect
- Engage in attending parent meetings and work together with the school in order to achieve the best outcomes for my child
- Read any communications sent home by the school and respond where necessary

Students

I will:

- Be Ready, Respectful and Safe
- Behave in an appropriate and safe manner on the way, to and from school
- Arrive at school on time and be ready to learn
- Wear the correct school uniform
- Take part in the morning routines when I arrive at school

- Work hard in lessons and produce work to the best of my ability. If I am stuck, I will ask for support from a member of staff
 - Speak to an adult about any issues I'm experiencing that may affect my work or behaviour
 - Speak to an adult about any concerns I have about my or other students' safety or bullying related issues
 - Treat all members of the school community with care and respect
 - Understand and follow the school code of conduct and behaviour for learning policy
 - Look after school equipment, and show respect for the school environment and local community
 - Keep a safe online presence including using the internet safety
-

Other Information

☐

I understand that my child may be screened upon entry to school in line with the behaviour for learning policy

☐

I understand there are a range of prohibited items that are not allowed on school site. These will be confiscated, and an appropriate consequence will be implemented as appropriate

☐

I understand that mobile phones are not allowed in school, in line with the behaviour for learning policy. If a mobile phone is brought into school this will be handed in and kept securely and the school will not be liable for any damage

☐

I understand that as a parent/carer I may be called to support on school site for an incident occurring with my child

I have read, understood and will adhere to the home/school agreement.

Signed by parent / carer _____

Date _____

Signed by student _____

Date _____

Signed by staff member _____

Date _____

ANNEX 6: Student Report Card- Page 1

Behaviour
Monitoring Card



Name:

Date started:

Targets:

1)

2)

Daily target:

Date	_/5	Comment
Total:		

Date	_/5	Comment
Total:		

ANNEX 6: Student Report Card- Page 2

Date:	_/5	Comment
Total:		

Date	_/5	Comment
Total:		

Date	_/5	Comment
Total:		