HARROW INDEPENDENT COLLEGE

School of Mathematics, Science & Economics

Discipline and Academic Management Policy
Harrow Independent College

Reviewed on 12th September 2026
Modification Time line - Every Year

BEHAVIOUR POLICY

Harrow Independent College (HIC) seeks to promote high standards of behaviour and safety and of educational achievement among all its students. We view the setting of clear expectations and acceptable boundaries as crucial to the personal and social development of our students in our care and in the promotion of their welfare. In the light of this we expect:

- All members of our community to show respect and courtesy towards each other
- Parents to encourage their child to show respect and to support the college's positive learning ethos including its rewards and sanctions policy
- Staff to consistently use the rewards and sanctions policy and the appropriate behaviour strategies outlined in this to support student learning
- All students and staff to act in accordance with the agreed Code of Conduct and college rules.

The above expectations enable us:

- To celebrate the skills, talents, and contributions of our students to the life of the college
- To allow effective learning
- To create an ethos of security and respect
- To ensure a consistency of approach from all staff members

As the members of staff we are all accountable for the implementation and success of our agreed Behaviour Policy. Our actions affect each other. We all have the responsibility of maintaining good order in our college community. We implement this policy with due regard to individual student needs, race, religion and culture.

Because of the need to treat each case of misbehaviour on the basis of its own particular circumstances, it is necessary that the Principal should retain a wide measure of discretion when dealing with incidents. The Principal will take due regard of both the law and educational guidelines when reaching his decisions and will ensure these are reasonable and proportionate.

Rewards and Sanctions policy are implemented daily by all staff. The policy celebrates the skills, talents, and contributions of our students to the life of the college through the system of positive comments and consistently applied sanctions. The policy is communicated to students every week in the students' assembly. Parents can also access the policy through the college website. The following policies underpin.

We aim to:

- Ensure all staff are aware of the powers available to them, to help correct inappropriate behaviour of students when necessary
- Ensure that all students are clear about the college's Code of Conduct through their visible displays and assemblies.
- Ensure that students are familiar with the 'Consequence' and 'Reward' systems for managing student behaviour and issuing rewards; and that staff applies these consistently; and that these are regularly monitored.
- Ensure Equality of Opportunity for all students.
- Consider the impact of each individual's behaviour on the college community as a whole.
- Promote clear values and a clear moral code.
- Enforce fair, consistent and appropriate sanctions when necessary.
- Involve parents and governors wherever it is appropriate or required.
- Use counseling whenever appropriate.
- Carry out one-on-one discussions with the students wherever relevant to discourage poor

behaviour.

- Utilize parental support and involvement

Roles and Responsibilities

The Governing Body – The Governors will support the college in maintaining high standards of desired behaviour of students and staff.

The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Members of staff have a key responsibility in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Year Head, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the college policy, procedure and expectations.
Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.
All students are advised of the expected Code of Conduct.
All students are expected to prioritize their learning and understand the importance of courtesy and manners. Good behaviour is the 'norm'; poor or off-task behaviour is a hindrance to learning.

- All Staff are responsible for maintaining a calm, safe environment by performing duties before and after college and at break times. The Leadership Team provides further support by patrolling key areas of the college during every break and lunchtime.
- All staff are required to familiarise themselves with the Student Behaviour Policy

REWARDS

A college ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in the procedures.

REWARDS

- ☐ Good behaviour should be consistently rewarded.
- ☐ Staff will praise a student/class immediately upon their good behaviour and say why they are pleased
- ☐ Staff will regularly inform each other and the student's parents of praise worthy actions in the term reports.
- ☐ Staff may give privileges to students who behave consistently well and to those otherwise that have made a special effort to do so. i.e. free time in the auditorium
- ☐ Exemplary behaviour, effort or achievement will be commended by staff in student assemblies.

UNACCEPTABLE BEHAVIOUR – (See Sanctions Table at the bottom)

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show theycan keep to the college rules; or make suitable reparation.

STRATEGIES TO IMPROVE BEHAVIOUR

Staff should try to use strategies that include

- ☐ Tactical ignoring for non-serious issues.
- ☐ Verbal encouragement to assist in returning to task;
- ☐ Team work;
- ☐ Reinforcement;
- ☐ Verbal warnings
- ☐ One-on-One discussions

All incidents should be logged by the staff in the complaints log book kept with admin team. They can either inform the admin staff by email or speak to them during college hours. The staff also needs to consult the Year Head on any incident needs referring immediately. Occasionally there are incidents which require immediate action because of their serious nature. The staff members are advised to even consult the Principal when there is a risk of damaging college conduct on account of serious nature of poor behavior of student.

One-on-One Discussion forms will also be used for recording the formal discussion with the student for incidents occurring with a threat to deviate the classroom attention and effect seriousness of other students. Please ensure you complete the One-on-One Discussion forms as soon as possible and always before the end of the working day. Remember it is a document to record the incident.

The Year Head and Staff members should

- ☐ Help the admin department in collating students' complaint logs
- ☐ Take appropriate action, e.g. detention, research work for home, exclusions.
- ☐ The Year Head should set up a healing meeting between student and teacher to make reparation.
- ☐ Inform parents of incident
- ☐ Inform the Principal and other subject teachers.

PROMOTING ACHIEVEMENT

In order to create a cohesive climate for teaching and learning, guidance, structure and behaviour must be consistent in lessons so that students will know their boundaries and so will staff.

CLASSROOM EXPECTATIONS

Ensure that your classroom is prepared by having the lesson objective and starter on the board. If this is what the students expect on arrival, the lesson should start smoothly. Students arriving at different times will enter into calm, inviting working environment.

Students will then prepare themselves to learn by:

- ☐ Taking out correct equipment
- ☐ Switching off phones
- ☐ Emptying their mouths if necessary
- ☐ As students arrive greet them by name, taking every opportunity to recognise where an Individual may need extra support.
- ☐ Start the main body of your lesson by recapping on the previous lesson and then clearly explain the objectives, activities and outcomes that are expected of this lesson.
- ☐ Ensure that all students are catered for through differentiated tasks and that they understand these tasks clearly.
- ☐ Where students are successfully engaged, off task behavioural difficulties, inconsistencies should be dramatically reduced.
- ☐ Encouragement, praise and empowering the student should be used whenever possible.
- ☐ Assess and reward where appropriate making sure that all targets set are encouraging.
- ☐ Avoid the words “but” and “however” in summarising comments. Use positive language always pointing out what they should be doing and not what they shouldn’t.
- ☐ When setting homework, support all students by making sure that Show My Homework is used as a method of recording homework and that they understand the task.
- ☐ Dismiss your students in the same manner as you greeted them
- ☐ If a student does arrive late allow them to start work before dealing discreetly with the lateness.

Using the Minimum Effective Response

Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management.

Students displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate.

To counter this try:

- ☐ Doing the unexpected – stay calm and tactically ignore their behaviour. When the student is calm discuss and resolve the situation.
- ☐ Use non-verbal messages.
- ☐ Always give them the opportunity to correct their behaviour.
- ☐ Offer positive alternatives to misbehaviour.
- ☐ Discuss discreetly with the student after the lesson how they considered their behaviour and the effect on others. Ask them what they desire, require, expect from the lesson. Also if appropriate make a positive comment if they did manage to turn around their behaviour.

Remember:

- ☐ Always tackle the behaviour and not the student.
- ☐ Provide opportunities for students to correct own behaviour.

SANCTIONS AND CONSEQUENCES

- Sanctions are needed to respond to undesirable behaviour.
- A range of consequences is clearly defined in this document (see appendices) and their use will be characterised by clarifying why the consequence is being applied and what changes in behaviour are required to avoid further sanction and prevent exclusion.
- The procedures make a clear distinction between the sanctions applied for minor and major offences.

EXCLUSIONS

- ☐ The Principal is legally responsible, following investigation and guidance from a range of staff, for the exclusion of particular students and for gathering and preparing all exclusion documentation.
- ☐ The Governing Body is involved in all exclusions.
- ☐ Following exclusion a meeting between the college, the student and the parent is arranged in which a re- admission agreement is signed. It is likely that 'special conditions' will be agreed before re-admission.

DETENTIONS

- ☐ Detentions are used as a sanction in response to punctuality, poor quality of classwork, lack of or poor quality homework and behaviour concerns. In the first instance a student would normally be given a 1 hour of detention after college. Students are notified of these verbally by a member of staff and this will be notified to the student parents via an email. The detention will be recorded in the student complaints log book.
- ☐ Failure to attend a 1 hour detention will result in a 2 hours detention after college. Parents will normally be notified by an email 24 hours in advance but the college reserves the right to contact parents by telephone at shorter notice if it is deemed appropriate.
- ☐ Failure to attend a 2 hours detention will result in a half-day detention on Saturdays. Parents will normally be notified by an email 24 hours in advance but the college reserves the right to contact parents by telephone at shorter notice if it is deemed appropriate.
- ☐ Failure to attend a half-day detention on Saturday will results in calling for a Parent – Teacher meeting and recording it. The parents will be called for a discussion either by phone or email and will be given 24hours to confirm their meeting. The evidence of discussion will be attached in student's file and students complaint log.

BANNED ITEMS

- ☐ The following items are not permitted on the college site: illegal substances, lighters, tobacco, knives, fireworks, drugs, solvents, blades, alcohol, guns (including plastic toys or replicas). This list is not exhaustive and the college maintains the right to confiscate any item considered dangerous, offensive, and inappropriate or that may compromise safety.
- ☐ Students found in possession of 'banned' items will have them confiscated and may be excluded from the college. In relation to dangerous items, it is likely the college will involve the Police. The college has the authority to 'dispose' of banned items

MALICIOUS ACCUSATIONS

Where students are found to have made malicious accusations against a member of staff that are proved unfounded the college will exclude the concerned student. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

BEHAVIOUR OF PARENTS

- ☐ Parents are expected to behave in an adult, mature and amicable fashion at all times when on the college site or in conversation with members of staff.
- ☐ When a parent's behaviour is giving ongoing cause for concern, the Principal has the authority to ban the parent from site.

TRAINING

- ☐ The Principal will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.
- ☐ In order for the policy to be effective, a clear relationship with other college policies, particularly equal opportunities, safeguarding, special educational needs and anti-bullying and attendance policy will be established.

INVOLVEMENT OF OUTSIDE AGENCIES

- ☐ The college works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.
- ☐ Students needing support from external agencies are identified through the Behaviour support management executed by the Year head and other members of staff. However, if necessary a student may move immediately to this stage to access support.

The college has the following powers (as a result of legislation introduced in the Education and Inspections Act of 2006):

1. The ability to impose sanctions (or penalties) on a student where his or her conduct falls below the standard expected. This includes failing to follow a college rule or an instruction given by a member of staff.
2. The ability to detain students during a break on the same day or on evenings and Saturdays or staff only days during term time (these are classified as permitted days). Parental consent is not required.

3. The ability for a member of staff, authorised by the Principal, to use reasonable force to prevent a student from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline at the college.
4. The ability to confiscate items not permitted or misused on the college site. This includes the retention and disposal of such items.
5. The ability to search a student for offensive weapons, where there are reasonable suspicions that a weapon is concealed. Reasonable force may be used if necessary.
6. The ability to search a student with their consent for any item which is banned by the college rules.
7. The ability to search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there are reasonable suspicions that such items are concealed. In such cases the college is likely to involve the Police.

The college utilizes exclusion from college as a significant sanction. Exclusions are overseen by, and when exceeding 15 college days, reviewed by, the Governing Body. The Governing Body can be approached to discuss about an exclusion to be made as an emergency or on a short notice to the student. The authority to exclude is held by the Principal only or in their absence the Year Head. All exclusions are carried out in accordance with published DFE guidance.

All sanctions are applied 'reasonably' and 'proportionately'. 'Reasonably' essentially means in accordance with general practice in the teaching profession; 'proportionately' means that a sanction is not out of proportion with the actions that it is intended to deal with.

The purpose of sanctions is to demonstrate that misbehaviour is not acceptable; to express the disapproval of the college community; to deter other students from similar behaviour.

All teaching staff members are empowered by the Year Head to:

a) Impose sanctions;
b) Detain students (without parental consent);
c) Request the confiscation of items and accompanying documentation;

d) In addition to the above, the senior management team and other identified members of staff are empowered by the Principal to: Confiscate and dispose of inappropriate items or items misused on the college site;
e) Search students; using reasonable force where necessary and then inform the police

The college maintains a complaints procedure and seeks to ensure quick resolution by staff members, with support from the Year Head and members of staff, most closely associated with the concern. This relates to both staff and students.

Sanctions for academic discipline and demonstrating poor behavior

Phase 6 **Students persistently reaching phase 5 will result in permanent suspension of education at the college. The Principal must discuss the exclusion with the Governing Body.**
Phase 5 **Students persistently reaching phase 4 will result the matter to be escalated and the Principal takes a decision to put the student on 15days exclusion. The Principal may discuss the exclusion with the Governing Body. The evidence of discussion will be attached in student's file and students' complaint logbook.**
Phase 4 **Half Day Detention on Saturday is given to the student. Teacher informs the Year Head and the Admin staff to record the incident in the student's file and complaints log book.** **Failure to attend a half-day detention on Saturday will result in calling for a Parent – Teacher meeting and recording it. The evidence of discussion will be attached in student's file and students' complaint logbook.**
Phase 3 **2 hour after college detention is given to the student. Teacher informs the Year Head and the admin staff to record the incident in the student's file and complaints log book.** **Failure to attend this detention results in student being put in a half day detention on Saturday.**
Phase 2 **1 hour after college detention is given to the student. Teacher informs the Year Head and the admin staff to record the incident in the student's file and complaints log book.** **Failure to attend this detention results in student being put in a 2 hour after college detention.**
Phase 1 **Verbal Warnings 1 and 2** **Intended to encourage students to work without disrupting the lesson.** **Teacher clearly states that this is a verbal warning which may be recorded in the student file.** **Failure to take the verbal warnings seriously results in student being put in a 1 hour after college detention.**

- ☐ **Detentions can be given for homework and coursework.**
- ☐ **Any student who is late for a lesson should automatically receive a detention.**
- ☐ **Students should not be allowed to miss the lessons without an approval from the Year Head.**
- ☐ **Students can go straight to Phase 4 if their behaviour merits it.**
- ☐ **The Principal links will pick up Phase 5.**
- ☐ **Any student refusing to co-operate with Phase 2 and 3 will go to Phase 4.**