



**Harbour
School**
Dorset

Harbour School Dorset | Policy

Behaviour

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**Southern
Education
Trust**



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Statement of intent

Harbour School Dorset believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

Our therapeutic approach to behaviour management has been inspired by the Dorset Steps approach adopted by the school from November 2021. This policy outlines the purpose, nature and management of behaviour in line with Dorset Steps principles. The Harbour school Dorset relies on its members behaving in certain ways to achieve its purpose of promoting life-long learning well-being.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.



- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

Supporting their child in adhering to the school rules and reinforcing this at home.

Informing the school of any changes in circumstances which may affect their child's behaviour.



Pro-social behaviour

'You can't teach children to behave better by making them feel worse. When children feel better, they behave better.' Pam Leo

HSD believes that positive experiences results in positive or pro-social behaviour.

Pro-social behaviour is defined as:

- Behaviour which is positive, helpful, and intended to promote social acceptance.
- Characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people of society.

The Harbour School Dorset's (HSD) approach to behaviour is a therapeutic approach which prioritises the pro-social feelings of stakeholders.

Pro-social feelings are feelings that generate behaviours that are useful for the individual and those around the individual e.g. feeling liked, valued, respected etc.

HSD strives to provide pro-social experiences, which are designed to create pro-social feelings, which result in pro-social behaviour.

Staff at HSD explicitly teach, model, encourage and praise pro-social behaviours such as: Respect (of people, property and the environment)

Punctuality

Politeness

Kindness

Hard work

Resilience

Perseverance

All staff are responsible for responding positively to pro-social behaviour and use the verbal and written praise, the school reward system and weekly reward assembly to acknowledge such behaviours.

Middle and Senior leaders monitor pro-social behaviour in half-termly learning walks around the school. Behaviours we expect from students:

- Students leave phones on entry to school.
- Students are expected to wear the appropriate school uniform.
- Students are encouraged to manage their feelings appropriately.
- Students are encouraged to utilize catch up support for work missed.
- Students are expected to keep our school a safe place for everyone

Supporting all learners

Relationships are key at HSD. Staff work hard to form trusting relationships with pupils who may have had negative experiences in former education.

All learners have an EHCP with specific outcomes – these inform half-termly target setting for core skills. All learners have access to key adults – their class tutor and learning mentor. All learners have a pupil profile (roots and fruits) which indicates their specific needs, any specific differentiation or teaching strategies required, and pro-social experiences that promote pro-social behaviours. These may include:

- Regular sensory/movement breaks
- Access to a quiet space/key adult/outdoor space when required
- Specific learning system e.g. TEACCH approach
- Visual cues
- Specific sensory tools e.g. weighted cushion, ear defenders, fiddle tools

All adults are responsible for ensuring that learners are supported appropriately. Class tutor and Learning mentor are responsible for updating the Pupil passport. The class tutor and SENDCo review and update outcomes at the annual EHCP review.

Unsocial Behaviour

This is defined as:

- Not seeking or giving to association with others
- Unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others
- Not doing as instructed, but not to the detriment of self or others

Pupils at HSD can experience high levels of anxiety which can result in unsocial behaviour such as withdrawing, hiding, selective mutism, self-harming. These students may need a higher level of support to access their learning e.g. more adult support, explicit teaching of coping strategies, ELSA support or CAMHS support.

Anti-Social Behaviour

This is defined as:

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person
- Behaviour that is contrary to the laws and customs of society.

At HSD in line with Dorset Steps anti-social behaviour is split into 2 categories:

Difficult behaviour – Behaviour that is anti-social, but not dangerous.

Behaviour	Standard Strategy ENGAGE-EDUCATE-ENFORCE
Refusal/defiance	Controlled ignoring. Clear consequences of finishing work at a different point
Non-attendance at lessons	Controlled choice. Clear consequences of finishing work at a different point.
Persistent lateness	Ascertain reason. Catch up work if appropriate
Purposeful disengagement/non-response/ignoring	Clear consequences of finishing work at a different point
Destroying work	Clear consequence of finishing work at a different point
Low level mess – e.g. turning over a bin, books on the floor	Clear expectation that perpetrator picks up the mess
Minor damage e.g. breaking pens/rulers	Tidy mess, repair Script ‘You have broken.... You need to (e.g. tidy up and ask for a new one)
Manipulative behaviour/lying	Explore reasons script ‘Are you trying to...’ controlled choice
Graffiti	Clear expectation that perpetrator picks up the mess. Script: ‘This is anti-social behaviour’
Banging tables/doors	
Running in corridors	Script ‘Walking in Corridors’ redirect to appropriate space
Prejudice/name calling/inappropriate language	Education in students own time
Seeking out others to encourage behaviours	
Rudeness	Script – ‘Be polite’ Repeated rudeness – education in own time
Inappropriate contact e.g. kissing etc	Reminder of rules of contact. Supervision/separation if required
Aggressive gestures/intimidation	script ‘That is offensive behaviour, you are being anti-social’



Swearing/verbal abuse	script 'That is offensive language, you are being anti-social'
Shouting/screaming	Script 'You are please talk' Controlled choice if calming time needed
Taking staff radio	Polite request to return /ignore if not using/change channel if required
Use of phones	Script 'All phones in lockers or lock box' Non-compliance – separate from other students
Bullying	Explore reasons/educate – e.g. comic strip conversation. Appropriate apology/reparation
Online abuse	Educate/ recommendation of consequence at home/safer schools team involvement if required
Vaping	Vapes confiscated and students screened on entry school following a confiscation

Dangerous Behaviour – Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

When pupils display these behaviours there will be a debrief with the pupil at an appropriate time and appropriate protective or educational consequences (NOT punishments) will be put into place. These will be based on the specific needs of the pupil.

Protective consequences – a logical restriction to keep the pupil and others safe from harm
Educational consequences – specific teaching to prevent a repeat of the behaviour.

Behaviour	Standard Strategy Engage-Educate-Enforce
NB Any Dangerous behaviour will need to be reported – use the serious form and flow chart.	
Spitting	Script 'You are spitting, that is anti-social'. Move self and others out of range. Student to clear up any mess
Punching/Kicking holes in walls/fences etc	Limited verbal engagement, try to redirect, block if appropriate, physical intervention as a last resort. Student to assist with repairs
Self-harm/attempted self-harm	Limited verbal engagement, try to redirect, block is appropriate, physical intervention as a last resort.
Stealing items that could be used as a weapon	Script 'that is dangerous.... You need to...'
Pica (eating dangerous non-food items)	Inform parents, medical advice/ambulance call if hazardous material
Racist/homophobic/highly prejudiced language	Script 'that is.... language and is illegal' education in own time
Online abuse	Block/supervise internet use if in school, online safety education, inform parents (if outside school) police involvement if appropriate.
Sexualised Behaviour	Script 'That is inappropriate behaviour you need to...' investigate underlying reason, education on appropriate contact and behaviour, involve police/social services as appropriate.
Throwing large objects e.g. chairs/tables/lockers/screens	Move other students to safety. Limited verbal engagement, try to redirect, block if appropriate, physical intervention as a last resort, student to put room right
Damage to electrical items e.g. PCs	Limited verbal engagement, try to redirect, block if appropriate, physical intervention as a last resort. Bill to parents

Climbing to high spaces e.g. roof/tree	Limited verbal. Controlled choice. Timed script '5 minutes and then come down'
Climbing out of windows	Script 'that is dangerous behaviour you need to...' give time to process. Repeat exactly.
Barricading rooms	Script 'that is dangerous behaviour you need to...' give time to process. Repeat exactly.
Absconding from site	Reminder of expectations 'back to main gate by... Mins or we call the police' follow at a distance. Call police if not returned
Physical aggression/intimidation e.g. squaring up/physical threats	Limited verbal engagement, try to redirect, move self or others to a safe space. Block if appropriate, physical intervention as a last resort
Physical bullying/physical assault/use of a weapon	Limited verbal engagement, try to redirect, move self or others to a safe space. Block if appropriate, physical intervention as a last resort. Potential for fixed-term exclusion.

For pupils who display such behaviours staff use the Dorset Steps flow chart to make a risk assessment, analyse behaviour and formulate a plan extra to the behaviour policy. This plan will highlight potential triggers and appropriate responses, any specific scripts staff should use.

Serious and Threatening Breaches of Behaviour policy:

In serious instances it may be appropriate to report an incident to the Police. Such instances would include: threatening behaviour; the possession of unlawful weapon; theft; drug deal and abuse.

The Headteacher's consent is required before any contact with the Police is made.

Unforeseeable behaviour

Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur.

Behaviour deemed to be dangerous may necessitate the need for physical intervention – by trained staff and only to be used as a last resort and for the shortest possible time.

Some unforeseen behaviours may require a call for emergency services – police, ambulance, fire service, coast guard e.g. absconding from site, criminal activity, fire or actual harm to self or others.

Procedures and recording of bullying incidents

Recording incidents is vital as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of a number of incidents, which are serious for the

individual child. If an incidents of bullying is reported it will always be passed on to a member of the senior leadership team and record on the behaviour tracking system (Arbor)

If bullying is reported:

A senior staff member will take on the responsibility for the case and establish whether bullying is occurring or has taken place. That senior staff member will discuss the reported incident individually with the alleged bully, child allegedly being bullied and witnesses.

They will then discuss the outcome with the parents of the bully and child being bullied.

Any protective of educational consequences will be shared with the parents and school will work together with all families.

To prevent recurrence:

The senior staff member responsible for the case will identify two key adults to be a point of contact for each child involved in the reported incident. The key adults will be accessible to the children involved both at lesson and social times. The key adults will have an overview of the reported incident and will report any further incidents or concerns raised by the children to the senior staff member responsible for the case. The senior staff member will inform both families of the steps taken in school and arrange a review meeting after two weeks. The incident will be logged and shared at the regular vulnerable child briefing for senior staff. The senior staff member will meet with both families after the two-week review period or prior to this if any further incidents arise in that time. School will continue to work with families so that a satisfactory and positive solution can be found.

Support for children and families:

When families raise a concern that their child is being bullied it is essential that this concern is taken seriously and not dismissed without further enquiries being made. All children and families who have been involved in reported incidents will be offered appropriate support. The level of support will be determined after discussion with families.

Adult Bullying:

From time to time, adults behave inappropriately towards each other. If any parent or member of staff feels that they are being treated inappropriately within our school community they must report this to the Headteacher immediately. If children are experiencing problems with other children, parents must not try to take matters into their own hands. Parents confronting other parents not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

Recording Reporting and Communication

All reporting of unsocial or anti-social behaviour should be concise and factual – no personal views or emotive language. Staff should report on exactly what happened e.g. a bookcase and desk were overturned and 20 books scattered NOT the classroom was 'trashed'

Unsocial, difficult or dangerous behaviour is to be recorded by the key adult involved on the Arbor MIS system.

If there is a safeguarding issue the incident is to be recorded on the My Concern safeguarding system by the key adult involved. This will then be followed up by the DSL as necessary.

If physical intervention has been used this must be recorded on a Physical Intervention Form (PI) by the member of staff concerned (several staff may be record on the same form for one incident)

If there has been an abuse against staff this must be recorded on an Abuse Against Staff form (AAS) by the member of staff concerned (several staff may record on the same form for one incident)

Parents to be informed as soon as appropriate and on the same day, by email or phone (according to their preference and the severity of the incident)

Communication with parents/carers

Parents to be informed as soon as appropriate and on the same day, by the class tutor or learning mentor by email or phone (according to their preference and the severity of the incident) if there has been difficult or dangerous behaviour that has affected the learning and well-being of the pupil or others. Parents to be informed of any consequences put in place once the debrief with the pupil has occurred (this may not be on the same day according to the needs of the pupil) Parents to be included in discussions and informed of outcomes if a behaviour plan is required.

Exclusions (Permanent and Fixed Term)

Occasionally, it may be necessary to exclude a pupil from the school for a fixed period of time or, in the most extreme and very rare occasions, permanently exclude a pupil. (please refer to the Exclusion Arrangements policy)

It is HSDs policy that this is a last resort. Only the Headteacher can make the decision to exclude
The Headteacher or Deputy contact parents usually by phone and in writing to explain the exclusion process

Searching Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) (2008)

The Headteacher, and staff authorized by him, has statutory power to search a pupil, his/her bag, locker and desk if there is reasonable concern that a student is in possession of:

- Knives or weapons;
- Alcohol;
- Illegal Drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; this includes having inappropriate material on your mobile phone or electronic device.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Any article that has been used, or is likely to be used, to commit an offence including mobile phones;
- Any article that has been used, or is likely to be used, to cause personal injury or damage to the property of, any person including the pupil

Vaping/smoking

As a Dorset school we adhere to County regulations, HSD is a smoke and vape free site. Students found in possession of vapes or cigarettes will have them confiscated, parents will be informed and screening will be made on entry to school following a confiscation.

Possession of Drugs or Drugs Paraphernalia by students

The possession or use of Drugs or Drugs Paraphernalia is strictly prohibited at HSD. Individual exceptions may be made for students who require prescription medication (and have provided a current prescription), however this must be approved by the Headteacher and all medications are stored in a locked cabinet and only administered to the child following parental consent.

Drugs Policy

The school cannot knowingly allow its premises to be used for the production or of any controlled drug. Where it is suspected that substances are being sold on the premises, the police will be informed. All incidents involving substance misuse or supply on the school premises, on school transport or on any school outings will be dealt with as follows:

- Medical emergencies involving substance misuse will be dealt with.
- In cases of substance misuse or supply the incident will be discussed with the student and a written recorded
- The student's parent/career will be informed as will the Police and Children's Services or external drugs agencies where appropriate.
- The Headteacher or Deputy headteacher will decide which sanctions to impose after considering the incident in line with HSD's Behaviour Policy and the Exclusion Policy.
- The Headteacher will take responsibility for liaison with the media where required.