



HARROW
SCHOOL

ONLINE

BEHAVIOUR POLICY



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OVERVIEW

Harrow School Online recognises that pupils learn best in an environment in which honesty, integrity and respect are reflected in personal behaviour and standards of conduct and where the welfare of pupils is paramount. In turn, pupils must recognise that they are each accountable for their own actions.

Our online School community spans continents and respect for cultural differences and an interest in other cultures underpins our ethos.

To achieve its purpose, the School places particular emphasis on four key areas:

- Scholarship** encouraging intellectual curiosity, independent thought and effective learning habits;
- Opportunity** ensuring pupils perform to their potential, thereby increasing their educational and career and life opportunities;
- Character** developing and maturing individual students, uncovering their talents, skills and values, and enabling them to become influential and useful members of society;
- People** admitting students who will thrive and contribute to Harrow School Online and the communities in which they live, and recruiting and nurturing teaching and support staff who facilitate excellence.

The School's purpose is underpinned by our values:

Courage, Honour, Humility and Fellowship.

These values are nurtured in pupils during their time at Harrow School Online and form the basis of all that we do. With this in mind, pupils are expected to maintain a high standard of civilised and unselfish behaviour at all times. They should be respectful, inclusive and courteous to others. Every pupil should show their commitment to learning by contributing with enthusiasm and to the best of their ability. Each pupil should show respect for themselves and others, and care for their environment and community, and promote positively the reputation of the School.

POLICY AIMS

Harrow School Online is an inclusive institution which is committed to equal opportunities for all as outlined in the UK's Equality Act of 2010. Every pupil, regardless of their race, ethnicity, religion, sexual orientation, disability, learning difficulty, body image or social background, is entitled to equal treatment and all staff should be committed to this. The School welcomes pupils who meet the admissions criteria, including those who have special educational needs and disabilities (SEND), and recognises its duty to make reasonable adjustments for pupils who have SEND.

This policy is intended to support effective teaching, learning and personal development at Harrow School Online by providing a structure within which pupils can behave in a positive and responsible way.

EXPECTATIONS OF PUPILS' BEHAVIOUR

A clear set of expectations about pupils' behaviour, which includes those encouraged and those prohibited by the School, is set out in summary form in the Pupil Handbook. This

document also makes reference to the School policies and codes of conduct (published separately from this Behaviour Policy) designed to raise awareness and to promote responsible behaviour in particularly important areas. The list of related policies, procedures and codes of conduct includes, but is not limited to:

- Counter-bullying Policy;
- Safeguarding Policy;
- IT Acceptable Use Policy;
- Pupil Handbook; and
- Declaration of Academic Honesty.

The School will determine whether a pupil's conduct falls short of the expectations in this and other School policies on the balance of probabilities, having regard to the information known to the relevant decision-maker at the time.

Teachers should have high expectations of pupils' behaviour in all areas of School life. This setting of expectations will be supported by the Principal offering regular reminders about important School rules and aspects of behaviour in School Assemblies, by House Masters talking with their Houses in House Meetings and through the coaching programme offered by Success Coaches and House Tutors.

GUIDELINES FOR TEACHERS & SUCCESS COACHES

Academic staff at Harrow School Online spend large amounts of time in helping the academic and personal development of pupils and have an important role in the continual promotion of good behaviour in the online classroom and in co-curricular activities. The Teachers' Handbook, circulated at the start of each academic year, offers an important overview of Teachers' responsibilities in the School.

Teachers' first instinct should be to highlight and praise achievements and good behaviour, rather than to look for deficiencies in performance.

- Teachers can offer verbal praise during or at the end of a live lesson or written praise as part of the marking process. Teachers are encouraged to make good use of the system of academic rewards.
- The measurement of success for each pupil should be against a pupil's own standards rather than against other pupils, or on the measurement of failure. This helps pupils to feel a sense of achievement in their work.
- Teachers should offer positive encouragement during extra-curricular and super-curricular activities. Whilst pupils should strive for high standards of performance, this desire for achievement should be balanced with the need to promote positive attitudes and good behaviour.

Teachers should use the School's system of rewards and sanctions fairly and consistently and ensure that any application is proportionate, reasonable and with the best interests of the pupil in mind.

BEHAVIOUR MANAGEMENT FRAMEWORK

The School provides the following behaviour management framework:

- The recognition and appreciation of achievement through a clear rewards programme for academic work and non-academic endeavour.
- Pastoral Care that supports pupils' personal development through a well-defined, multi-layered and co-ordinated pastoral care system.

- Accurate recording of SEND and medical information which allows the School to take into account any special educational needs and disabilities during any review of behaviour or any disciplinary process.
- A fair and consistent system of sanctions that takes into account the needs both of individuals and of the community as a whole.
- A fair and consistent system for dealing with serious behavioural breaches which includes an Exclusion Policy which is applied if and when certain conditions are met.
- Clear policies, procedures and codes of conduct (including those referred to above) that help to create an environment in which pupils:
 - understand clearly the behaviours that are expected of them;
 - understand the consequences of their actions;
 - learn from their mistakes and those of others;
 - celebrate their own success and the success of others; and
 - know that they are supported by the School and have avenues available to them to help them in this regard.
- Informative and on-going training for Teachers who are new to the School which includes an overview of School policies and procedures and a briefing on the system of rewards and sanctions to ensure consistency of approach.
- Regard for the School's obligations under the Equality Act of 2010.
- Regular feedback to the Harrow School Board on behaviour matters at Board meetings.

THE RECOGNITION AND APPRECIATION OF ACHIEVEMENT

The School recognises pupils' achievements in both academic and co-curricular spheres of School life through a clearly defined rewards programme and through other formal and informal mechanisms for celebrating success. These are summarised below.

ACADEMIC REWARDS

- Academic Effort Send Ups
- Academic Achievement Send Ups
- Principal's Send Ups

NON-ACADEMIC AWARDS AND REWARDS

- The Harrow School Online House Award
- House Send Ups
- Principal's Send Ups

OTHER WAYS OF RECOGNISING ACHIEVEMENT

- The Principal's announcements in Assembly each Monday;
- The publication of the School newspaper, The Online Harrovian;
- Publications such as the Principal's end of term letter.
- House Tutors regularly praise pupils' achievements in House meetings.

ACADEMIC SEND UPS

Rewards should be awarded regularly by all Teachers to encourage pupils. As a rough guide, Teachers are expected to award between one and three Send Ups per class per week. These are the most commonly awarded reward for academic work and fall into two categories:

- Send Ups for Achievement, awarded by Teachers for work of a high quality relative to the standard of the pupil;
- Send Ups for Effort or Attitude, awarded by Teachers for an unusually high level of industry or achievement relative to a pupil's past or current performance.

Send Ups are awarded by Teachers in Connexus, the School's learning management platform, and the system will inform a profile report for each individual pupil. Teachers are also encouraged to inform pupils verbally about the award of a Send Up either in a lesson or in an appointment in Office Hours. Send Ups can be awarded for written work, good questions, active engagement and other positive behaviour in the online classroom.

HOUSE SEND UPS

These are awarded to pupils for behaviour and achievements outside academic lessons which are not captured by the House Award. For example, being kind or helpful to others at the School, or volunteering to take on a role or responsibility. House Send Ups are generally awarded by a House Tutor or Success Coach, although they can be awarded by Teachers for non-academic endeavour.

PRINCIPAL'S SEND UPS

These can be awarded for academic or non-academic endeavour. Academically, Principal's Send Ups are awarded for outstanding pieces of work, on an internally relative basis as measured by a pupil's own standards. The aspiration is that between one and three Principal's Send Ups are awarded per class, per term. Outside of class, Principal's Send Ups can be awarded for significant achievements or contributions to the school.

As with Send Ups, Principal's Send Ups should be communicated verbally to the pupil then logged by the Teacher or Success Coach in the learning management platform. The outstanding piece of work or details about the achievement should be shared with the Principal, who will invite the pupil to a meeting to commend their achievement. The pupil will receive a certificate of commendation.

GUIDANCE FOR AWARDING SEND UPS

This table below can be used as guidance for when you may wish to award a Send Up. This is not an exhaustive list and Teachers should use their professional opinion to determine appropriate levels of award according to the individual pupil and circumstance.

Send Up	Principal's Send Up
Academic Achievement	
Completing homework to a high standard Getting full marks on a block test Showing a marked improvement between two tests Winning a class competition	Completing a significant piece of optional extension work to a high standard Getting full marks on a trial Showing a marked improvement on trial or mock exam scores
Academic Effort or Attitude	
Completing homework fully and attempting any extension work set Contributing regularly and enthusiastically in class Volunteering to go first in presentations	Catching up on a syllabus topic where the pupil started at a significantly lower level than peers Successfully leading a class project

Using Office Hours regularly	
House Send Ups	
Giving a presentation in a House Meeting that is well planned and well delivered	Leading a House Team that goes on to win an inter-House competition
Participating in a House team in an inter-House competition	Outstanding service to your local community
Being kind or supportive to another pupil	

TRACKING ACHIEVEMENT

A summary of the rewards and sanctions issued to each pupil is held on the learning management platform and should be checked regularly by the Success Coach and House Tutor to help inform their coaching sessions.

A summary of the rewards and sanctions issued by individual Teachers is shared with the Principal.

THE HOUSE AWARD

The extra-curricular programme at Harrow School Online is centred around the House Award. The House Award is designed to encourage and empower pupils to participate in a range of extra-curricular activities outside of the classroom environment in the following channels:

- Charity and Service;
- The Arts;
- Sport and Wellbeing; and
- Academic Development.

Pupils can take part in activities either online or in their local community. Participation in the House Award scheme is compulsory for all full-time pupils at Harrow School Online and is monitored by their Success Coach. Pupils are all expected to achieve the House Award; what level that they achieve will be ultimately down to the depth of their participation in the scheme.

PASTORAL CARE

The School's pastoral care system supports the School's Behaviour Policy in the following ways:

- House Tutors and Success Coaches offer support and guidance to pupils throughout their time at Harrow School Online.
- The Pastoral Support Committee meets at least fortnightly to monitor pastoral concerns. The committee is chaired by the Success Coach (the Designated Safeguarding Lead (DSL) and additionally comprises the Principal, the Director of Harrow School Online (the Deputy DSL), and the Admissions Executive. This committee discusses specific cases or concerns, and reviews data provided by pupil and parent feedback, and the record of rewards, sanctions and pastoral concerns held in Connexus and the safeguarding database. The committee's work supports individual pupils and the School community and is used to inform and enhance School policies and procedures. Where there are key pastoral issues that involve particular pupils, the House Tutor of that pupil will also be invited to attend.
- The School's Study Skills and Mindset course and Health Education programmes encourage pupils to come to greater self-knowledge and understanding, to develop

emotional and spiritual well-being and to express their emotions in a safe and secure manner. As part of this, pupils are **to** be given appropriate advice and support to deal constructively with disciplinary issues. This may take a variety of forms, from accepting responsibility and apologising through to counselling and advice on anger management.

- The Learning Skills department supports pupils who require additional academic support.
- The pupil handbook includes a 'People To Turn To' section which highlights those whom pupils can approach with any concerns or issues.
- The Complaints Procedure for Pupils is reviewed annually and available on the learning management platform.
- Informal guidance and mentoring for pupils in year 12 are provided by older pupils acting as buddies during year 13. The buddy system extends to advice on behaviour and compliance with the School's policies.
- House Representatives attend a Pupil Forum, which provides an opportunity to consider a wide range of pastoral issues, many of them related to pupils' behaviour and the School's approach to its management. Information and reflections from the Pupil Committee is both cascaded back to Houses and relayed to the Senior Management Team, to inform the development of the School's pastoral policies and practice, including those related to the management of behaviour.

CONFIDENTIALITY

Pupils can turn to many different people in School for confidential help and support. Professional judgement dictates the rules of confidentiality, taking into account safeguarding responsibilities and the duty of care to ensure the wellbeing of the pupil.

SYSTEM OF SANCTIONS

There is a clear system of sanctions within the School that are applied when breaches of School rules, policy or codes of conduct occur.

There are three main academic sanctions in use at Harrow School Online.

- Skew
- Supervised Study
- Weekend Supervised Study

Guidance for the conditions under which these sanctions might be applied can be found below and within specific policies e.g. the Counter-bullying Policy.

Teachers may not impose sanctions on an entire class (unless approved by the Deputy Principal), nor may they impose sanctions other than those listed above.

Teachers should never impose a sanction on a pupil if the cause of their shortcoming can be attributed to a diagnosed recognisable learning difficulty. Teachers contemplating imposing Supervised Study on a pupil who has been diagnosed with a SEND must reasonably reassure themselves that their learning difficulty is not the cause. If in doubt, a Teacher should consult the Success Coach.

All of the sanctions may be imposed by any Teacher. House Representatives (appointed by the Principal in conjunction with House Tutors) may recommend Skews for pupils for minor offences such as being disruptive during online co-curricular activities. House Representatives' recommendations for sanctions should be passed to the Success Coach. The recommendation will then be given due consideration and a decision taken as to whether to impose the sanction.

Pupils must understand that, in certain circumstances, breaches of School rules, policy and codes of conduct may result in them being excluded from the School on either a fixed-period or permanent basis. Further information can be found in the Exclusion Policy.

SANCTIONS FOR POOR ACADEMIC WORK

It is a principle of good school teaching to talk to a pupil, in the first instance, about why they have not been able to fulfil their academic obligations.

SKEWS

Skews are the principal academic sanction and are administered for minor academic infringements, such as failing to complete homework. The purpose of a Skew is both to highlight to the Success Coach and broader pastoral team that a pupil may need support with managing their time and workload, and where applicable, to ensure that a pupil completes a piece of work that is incomplete or unsatisfactory.

When a pupil is given a Skew, this will ideally be conveyed verbally in the first instance in an individual meeting (either in office hours or briefly after class) but should always be followed up by email with the Success Coach copied in. The email should include full details as to why a sanction has been imposed and whether a pupil is being asked to re-do or be re-tested on work for which they have been given a Skew.

If pupils receive Skews repeatedly and/or fail to do the work which they are asked to re-do or on which they are required to be tested, they may be placed in Supervised Study.

SUPERVISED STUDY

Supervised Study is used for serious or persistent academic offences. It takes the form of work being set over a 24-hour period. A pupil's Mentor (the nominated parent or responsible adult who is the primary point of liaison for Harrow School Online) is always informed if a pupil is referred for Supervised Study. The purpose of Supervised Study is to encourage pupils to complete late, incomplete or sub-standard work in a timely manner and to engage their mentor in ensuring that the pupil does so.

The procedure for placing pupils in Supervised Study is as follows:

- The Teacher considering Supervised Study as a sanction discusses with the pupil the reasons for which they have not been able to fulfil their academic obligations.
- The Teacher initiates discussion with the pupil's Success Coach, considering whether Supervised Study is an appropriate sanction and whether there are any relevant extenuating pastoral circumstances.
- The Teacher submits a request by email to the Success Coach that the pupil is placed in Supervised Study, including a description of the offence and the length of time required.
- The Success Coach reviews the request, accepting or declining it after further discussion as necessary, and then contacts the pupil and their Mentor, specifying:
 - the reason the pupil is being placed in Supervised Study;
 - the date of the Supervised Study;
 - the length of the Supervised Study (30, 60, 90 or 120 minutes);
- The Teacher then organises work for the pupil to complete in Supervised Study, sending it directly to the pupil.
- The pupil is responsible for returning the completed work to the class teacher within the 24-hour period of the Supervised Study.

If a pupil has not honoured an academic commitment for valid reasons, the pupil's Success Coach should be informed, and the pupil should be given a realistic deadline for meeting their obligations.

WEEKEND SUPERVISED STUDY

Weekend Supervised Study is used for very serious academic offences. The Principal is informed of any pupils being referred for Weekend Supervised Study and may follow this up with the pupil and/or their Mentor. Pupils placed in Weekend Supervised Study for offences related to academic integrity will be required not only to undertake academic work in the relevant subject set by the class teacher but also to complete reflective work set by the Principal.

RECORDING SANCTIONS

Teachers keep a central record of sanctions which is used for reporting, reviewing a pupil's behavioural record, having oversight of departmental activity and providing a summary of the sanctions imposed by particular Teachers.

SANCTIONS FOR POOR BEHAVIOUR

Low level poor behaviour, such as inappropriate behaviour or rudeness in class, may be dealt with by the teacher who observed the behaviour through awarding skews. More serious misdemeanours, such as bullying-type behaviour or infringements of the IT Acceptable Use policy, will be referred to the pupil's Success Coach and to the Principal. Normally the pupil's mentor and/or parent will be informed. Sanctions will be applied on a case-to-case basis after investigation and discussion between the Success Coach and Principal.

Serious breaches of School rules, policy or codes of conduct are referred to the Principal at the earliest opportunity and sanctions may extend to fixed-term or permanent exclusion from the School.

GUIDANCE FOR AWARDING SANCTIONS

This is a non-exhaustive list, which can be used as guidance. It is important to note that Teachers may use their discretion to determine appropriate levels of sanction according to the individual pupil and circumstance. All observed breaches of this policy and related policies should be reported to the pupil's Success Coach in the first instance, but Teachers should not hesitate also to inform the Principal. Standard points for such notification and referral are shown in bold.

Behaviour	Standard Sanction
Academic	
Incomplete or missing homework	Skew, and where appropriate a requirement for the work to be re-submitted within 24 hours.
Poor quality work due to lack of effort or poor organisation	Skew, and where appropriate a requirement for the work to be re-submitted within 24 hours.
Lateness caused by poor organisation	Skew
Persistent or serious academic offences including: <ul style="list-style-type: none">- receiving three Skews in a particular subject- significant underperformance in an important test relative to the pupil's previous level of attainment;	Supervised Study; mentor informed. Repeated offences warranting Supervised Study will result in a referral to the Principal.

<ul style="list-style-type: none"> - repeated failure to submit homework - failure to complete self-study lessons within prescribed timeframe - not submitting re-done work - not submitting work with a seven-day lead-time - not attending a re-test - not attending a live lesson (including elective lessons and lessons on the Study Skills and Mindset course). - arriving more than twenty minutes late for a lesson - failure to review the recordings of a live lesson or lessons missed within the agreed timeframe, where a leave of absence has been granted - missing a coaching session with the Success Coach or House tutor. - missing an appointment made with a Teacher in their office hours. - not meeting a coursework or holiday work deadline - allowing homework to be copied or sharing answers to self-study work with others 	
<p>Failure to complete Supervised Study, or being referred for Supervised Study twice in one week</p>	<p>Weekend Supervised Study; referral to Principal; mentor informed.</p>
<p>Very serious academic offences including:</p> <ul style="list-style-type: none"> - plagiarism - malpractice in an examination - all other forms of cheating - not completing a significant piece of coursework 	<p>Weekend Supervised Study; referral to Principal; mentor informed.</p> <p>Such misconduct in a public examination context will be reported to the examination board, and may result in the pupil's disqualification in the unit, the examination or even other examinations administered by the same examination board.</p>
<p>Non-academic</p>	
<p>Rudeness in lessons or other behaviour judged inappropriate</p>	<p>Skew</p>
<p>Shortcomings of dress or personal presentation</p>	<p>Skew, and the pupil's webcam to be disabled for the lesson or meeting in question.</p>
<p>Bullying-type behaviour (taking any form)</p>	<p>Referred to the Success Coach via the School's safeguarding system, where it should always be recorded; sanctions and further action follow discussions between the Success Coach and Principal; sanctions extend potentially to permanent exclusion; mentor and parents informed.</p>
<p>Lack of engagement in extra-curricular activities</p>	<p>Referral to Success Coach; mentor informed.</p>
<p>Breaching the IT Acceptable Use Policy</p>	<p>Referral to Principal; sanctions and further action follow discussions between the Success Coach and Principal; sanctions extend potentially to permanent exclusion; mentor and parents informed.</p>

SERIOUS BREACHES OF SCHOOL RULES

Certain behaviours are considered as serious breaches of School rules, policy or codes of conduct.

These include, but are not limited to pupils:

- being involved with drugs;
- engaging in behaviour of a bullying type;
- sharing pornographic material;
- verbally abusing any of member of the School community with reference to any of the protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity);
- persistently working to a standard demonstrably below their ability;
- being persistently unreliable or involved in frequent incidents of minor indiscipline;
- behaving disrespectfully towards any member of staff;
- behaving disruptively;
- bringing the School's reputation into disrepute.

In these circumstances, the matter must always be referred to the Principal at the earliest opportunity. The Principal co-ordinates the investigation into cases referred to them and with the Success Coach and Director of Harrow School Online, determines the next steps to be taken. The Principal ensures that the parents of a pupil are informed as soon as reasonably practicable after it becomes clear that the pupil may face formal disciplinary action, by contacting them either directly or through the pupil's Success Coach. It is a priority for the School always to work closely with parents throughout the disciplinary process to ensure that pupils are fully able to learn from their mistakes.

The Principal will also make it possible for a pupil facing disciplinary action to be accompanied and assisted in the disciplinary process, subject to the limitations of the circumstances. Such assistance is usually provided by the pupil's mentor.

In addition to the range of sanctions outlined above, the Principal may also deploy any of the following additional sanctions related to a pupil's place in the School:

- Fixed Period Exclusion
- Final Warning in relation to a specific offence
- Final Warning general in scope
- Permanent exclusion

In the case of such recommendations, the School's Exclusion Policy will apply. Pupils excluded from the School for a fixed period or placed in any kind of Supervised Study for a serious offence will usually be asked to complete reflective written work, for subsequent review by their Success Coach and by the Principal, as part of the process of education inherent in the School's approach to the management of pupils' behaviour.

It should be noted in the context of serious breaches of policy and more generally that pupils who immediately or subsequently admit wrong-doing may have their sanctions reduced, and that those who attempt to lie or to conceal a misdemeanour risk having their sanctions increased. Pupils are encouraged to be open in discussing their own behaviour and the behaviour of other pupils, in the interests of their own and other pupils' health, safety and personal development.

COMMUNICATION WITH PARENTS

Success Coaches maintain informal, professional communication with parents about a pupil's life at the School, and this includes conversations about a pupil's behaviour. The objective is

to ensure that parents are well-informed about any issues a pupil may be facing and thus better able to work collaboratively with the School towards successful outcomes. Success Coaches will share updates about any rewards or sanctions of note.

The Principal always makes contact with a pupil's parents if they have had cause to see their child for a serious disciplinary matter, once the investigatory and the disciplinary processes have been concluded, and whatever the outcome. The aim is for the communication to be as early and as informative as possible.

Where a referral has been made to the Principal, the communication process with parents continues through their office. In some instances, for example when a pupil's behavioural infraction is an alleged criminal act or in certain circumstances where there is a safeguarding concern, contact with a pupil's parents may be delayed or may be subject to the advice and guidance of a relevant external authority. The School will be bound to act in accordance with such advice and guidance as it is given.

POLICY DEVELOPMENT AND REVIEW

This procedure is designed to set good practice standards. However, the School recognises that best practice develops over time and, as such, will update it regularly in the light of experience and as a result of changes in legislation or its own internal organisation and policies. The procedure will be subject to a comprehensive review on a biennial basis.

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