HEATHFIELD SCHOOL
Promoting Positive Behaviour Policy

Policy Area:	General
Relevant Statutory Regulations:	• ISSR 2014 Parts 2 and Part 3 • NMS Part G, Promoting Positive Behaviour and Relationships • The Equality Act 2010 • School Standards and Framework Act 1998 • Special educational needs and disability code of practice: 0 to 25 years 2015 • Mental health and behaviour in schools 2018 • Keeping Children Safe in Education 2024 • Behaviour in Schools: advice for headteachers and school staff 2024 • Using of reasonable force in schools 2013
Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head (Pastoral and Boarding)
Version:	2024.02
Date updated:	10 November 2024
Date of next review:	01 September 2025

This policy will be reviewed at least annually, and/or following any concerns and/or updates to national and local guidance or procedures.

Introduction

This policy aims to create a positive culture that promotes excellent behaviour, ensuring that all members of Heathfield School (the "School") have the opportunity to learn in a calm, safe and supportive environment and in unison with our guiding values.

Empowerment: We encourage exploration, creativity, curiosity and critical thinking to enable our pupils to make a real difference to the world

Independence: We give our pupils the space to grow and the skills to enable them to aspire to every opportunity. They see that the sky is the limit.

Belonging: We are a close-knit community, a home from home, where happiness and achievement go hand in hand.

High standards and expectations of good behaviour pervade all aspects of school life including the culture and ethos, how pupils are taught and encouraged to behave, treating one another with dignity, kindness and respect. Consistent and fair implementation of this policy is central to an effective whole-school approach to behaviour.

Aim

This policy aims to:
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to promoting high standards of behaviour
- Outline the expectations and consequences of behaviour
- Provides a consistent approach to behaviour management that is applied equally to all pupils
- Defines what we consider unacceptable behaviour, including bullying and discrimination

Full details of the expectations of pupils' behaviour are set out in the **Pupil Code of Conduct** on the School's website.

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: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Use of reasonable force in schools
- Supporting pupils at school with medical conditions
- Special educational needs and disability code of practice: 0 to 25 years.

In addition, this policy is based on:
Schedule 1 of the Education (Independent School Standards) Regulations 2014. This legislation contains certain important obligations, namely: paragraph 7 which outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 which requires schools to have a written behaviour policy and paragraph 10 which requires schools to have an anti-bullying strategy.

Roles and Responsibilities

Throughout a child's time at Heathfield, the School aims to work in partnership with parents, guardians and carers to ensure continuity of care and the careful management of each stage of a child's development and open and friendly communication is encouraged. The School firmly believes that parental involvement with the School and the child's education has a positive effect on the child's progress and development. Children benefit enormously from the knowledge and security that the School and their parents/guardians/carers are working together to support, encourage and recognise their endeavours and achievements. This is equally true as the School works to resolve difficulties pupils may either have or mistakes they might make.

The **Governing Body** is responsible for:
- Monitoring the behaviour policy's effectives and holding the Headmistress to account for its implementation.
- Reviewing the decisions of the Headmistress in respect of exclusions, and in determining complaints in line with the Parents' Complaints Policy.

The **Headmistress** is responsible for:
- Maintaining oversight of the operation of behaviour policies for staff and pupils and may review the decisions of other staff in respect of discipline.
- Reviewing and approving this behaviour policy.

- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure praise and reflections are applied consistently to all groups of pupils.
- 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 pupils 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 the policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.
- Ensuring that the data from the bullying and negative behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Regularly meeting with pupils whom deserve commendation for their effort and/or achievements.

The Headmistress may also use fixed term or permanent exclusions in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Staff are responsible for:
- Creating a calm and a safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the School's expectation, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behaviour needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly with the appropriate colleague.
- Challenging pupils to meet the School's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Guardians, where possible should:
- Creating a calm and a safe environment for pupils.
- Get to know the School's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the School's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor or Head of Year promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the School's policy, and working in collaboration with them to tackle behavioural issues.

Pupils 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.
- That they have a duty to follow the behaviour policy.

- The School's key rules and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequence they will face if they don't meet the standards .
- The pastoral support that is available to them to help them meet the behaviour standards.

They will be supported to develop an understanding of the School's behaviour policy and wider culture. They will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the policy.

Promoting Positive Behaviour (Behaviour Curriculum)

In order to promote positive behaviour the School endeavours to establish strong and mutually respectful relationships between staff and pupils; where teaching is lively, purposeful and engaging; where praise, rewards and recognition are given generously where earned and where reflections and sanctions, when deserved, are imposed justly, swiftly and consistently, giving pupils a chance to reflect and learn from their mistakes.

The below is not an exhaustive list but rather a statement of the key themes, habits and routines expected.

Pupils are expected to:
- Behave in an orderly and self-controlled way
- Show respect to all members of the School community, visitors and each other
- Attend all School activities promptly and with appropriate preparation
- Make it possible for all pupils to learn
- Move sensibly, quietly and courteously around the School
- Treat the School building, property and environment with respect
- Wear the correct uniform at all times and follow specific requirements in relation to the use of fobs, hair, chewing gum and mobile devices
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustment may be made to these routines to ensure all pupils can meet behavioural expectations in the curriculum.

Responding to Behaviour

All colleagues are responsible for setting the tone and context for positive behaviour within the school. This may include:
- Creating and maintaining a stimulating environment that encourages engagement
- Displaying the School values, behaviour curriculum or specific classroom rules
- Developing a positive relationship with pupils; friendly yet respectful and guarding against overfamiliarity
- Highlighting and promotion of good behaviour
- Establishing clear routines and expectations
- Using positive reinforcement
- Keeping an open mind and listening to reasons before making judgements
- Maintaining a fair and consistent approach
- Rewarding pupils for good work, positive behaviour and any other appropriate reason
- Treating pupils courteously and politely, noting that it is rarely necessary to shout and teacher should never lose their temper or use abusive or sarcastic language

Using the Praise and Reflection table detailed below, staff may reward good behaviour with praise or merits or for noteworthy action draw the attention of the Head of Year, Senior Leadership Team or Headmistress. Likewise, when a pupil's behaviour falls below the standard that can be reasonably expected of them staff must

respond in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour.

The School has the right to oversee behaviour which occurs in School and, in some circumstances, outside of School. For example:
- Taking part in any School-organised or School-related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil of the School
- Where there is a safeguarding, pastoral or welfare concern for the pupil or others
- When there could be repercussions for the orderly running of the School
- When there is a threat to another pupil or member of the public

Praise and Reflection

The School recognises that a key part of developing the potential of its young people is giving encouragement and praise. Praise is a key component of success along with good teaching and good staff and pupil relationships. Staff at the School are encouraged to actively look for opportunities to praise pupils both within and beyond lessons. The School encourages pupils to strive for excellence which it takes to mean being the best that they can be, regardless of ability. Our system allows the School to celebrate achievement, excellence and pupil contribution in all aspects of School life whilst providing a clear hierarchy of outcome. The table below provides example but should not be treated as an exhaustive list or a 'one size fits all' matrix. Outcomes and rationales should always be made clear to pupils and the Praise and Reflection system is a key component in allowing pupils the opportunity to understand and correct behaviours not in keeping with the behaviour curriculum.

It should also be noted that the HoY and SLT stages can be achieved by working up through the stages, whether through an accumulation of praise or unheeded reflections. Alternatively, a pupil may jump straight to a higher stage with just one instance of extremely positive or negative action. Staff should make low level interventions at the earliest opportunity and remember that positive behaviour is a whole-school responsibilty.

Where prep is incomplete or missing it may be indicative of a wider learning issue, particularly when across multiple subjects. At this stage a HoY may decide that it would be more beneficial to place a pupil in Prep Support (4-6pm after-school) as part of a Pupil Support Plan.

Staff should always inform a pupil of the reason behind their decision and may find the roadmap in Appendix 1 helpful when considering a reasonable and proportionate response. Account should also be taken of a pupil's age and circumstances.

Staff will also use their best endeavours to:
- Make it clear during any clarification that it is always in a pupil's best interests to tell the truth and that the pupil's candour will be acknowledged
- Avoid early escalation and whole-group consequences
- Maintain a calm composure, never humiliating or degrading a pupil
- Use logical consequences

Heathfield Praise and Reflection (rewards and behaviour) **table**

Type	Praise	Reflection
Teacher Verbal	**Verbal Praise** i.e. great idea, well done	**Verbal Reflection** an immediate opportunity for a reset i.e. listen whilst the teacher is talking
	Example: correct answer, interesting contribution, positive action, kindness	*Example: interrupting the speaker, distracting others*
Teacher Written	**Merit, Email to tutor**	**Written Reflection** i.e. on the whiteboard, teacher planner or Engage
	Example: consistently positive work, contributions or actions	*Example: following a verbal warning or more significant interruption to learning (lateness), first instance of incomplete prep, missing equipment or incorrect uniform*
Head of Year (HoY)	**Mention** i.e. noted by the HoY, in an assembly or contact with parents	**HoY Reflection** – this is recorded via MS Form and takes place every lunch time at 13:05 in TL5 parents informed via admin message. See template in Appendix. 2
	Example: noteworthy work, positive action in form group, accumulation of merits	*Example: i.e. inappropriate language, rudeness, lying, repeated incomplete prep, missing equipment or incorrect uniform*
Senior Leadership Team (SLT)	**Mention** i.e. noted by a member of SLT or contact with parents	**SLT Detention** – takes place every Friday 16:00-18:00. Parents sent a letter and details agreed
	Example: excellent work or positive action in school, nominations from staff, could include 'High Flyers'	*Example: behaviour that challenges the school behaviour curriculum such as a lack of respect, dishonesty (including academic malpractice), truancy*
Headmistress	**Mention** i.e. noted by the Headmistress, contact with parents	**Meeting** i.e. with the Headmistress and parents, may include fixed term exclusion
	Example: work of an outstanding quality or positive action beyond school, communicated to the wider school community	*Example: serious misbehaviour, behaviour that is dangerous, illegal, harmful to others or to the school*

Definitions

Misbehaviour includes:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes (or in the boarding house)
- Non-completion of class work or prep
- Poor attitude
- Incorrect uniform

Serious misbehaviour includes:
- Repeated breaches of the school rules
- Any form of academic dishonesty (see Copyright and Plagiarism Policy)
- Any form of bullying (see Anti-Bullying Policy)
- Child-on-Child Abuse which can be defined as inappropriate behaviours between children that are abusive in nature including physical, sexual or emotional abuse, exploitation, sexual harassment, all forms of bullying, coercive control, hazing/initiation rituals between children and young people, both on and offline (including that which is within intimate personal relationships_
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with others 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.
- Sexual violence, such as intentional sexual touching without consent
- Vandalism
- Theft
- Fighting
- Smoking
- False and malicious accusations
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any **prohibited items**. These are:
  - Knives or weapons
  - Smoking paraphernalia, including tobacco, cigarette papers, e-cigarettes and vapes
  - Alcohol
  - Illegal drugs
  - Stolen items
  - 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 pupil).
- Contravention of the School's **ICT Acceptable Use and Mobile Device Policy**

A serious behaviour register is kept where any pupil with an SLT or Headmistress Reflection will be recorded so that patterns can be identified by the school.

Mobile Phones and Personal Electronic Devices

There is a strict no mobile phone policy during the day for pupils in Form I-IV whilst Form V and the VI Form operate under an 'out of sight, out of mind' policy. Please refer to the School's **Mobile Phones and Personal Electronic Devices Policy** for further clarification.

Bullying

Bullying is defined as the intentional harming of one person or group by another person or groups, where the relationship involves and imbalance of power.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	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)

The School **Anti-Bullying Policy** details our approach to prevent and addressing bullying including:
- Whole-school strategies to prevent bullying
- How incidents can be reported
- How allegations are investigated
- How we treat bullying that occurs online or off school premises
- How we record, analyse and monitor incidents of bullying
- Sanction procedures
- How we support pupils who have been bullied and those vulnerable to bullying
- How we train staff and governors in preventing and handling bullying

The School will adopt a zero tolerance approach to any bullying issues and all staff will challenge any abusive behaviour between pupils that comes to their notice and will report to the DSL immediately any issues of this nature. Please see the Safeguarding Children and Child Protection Policy for further details about dealing with child-on-child abuse.

Pupil support

The School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to

cater to the needs of the pupil.

- The School's special educational needs co-ordinator (SENCO) will evaluate a pupil 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 pupil, the School will liaise with external agencies and plan support programmes for that child. The School will work with parents to create the plan and review it on a regular basis.

Safeguarding

The School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The School will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the School will follow the procedures set out in the **Safeguarding Children and Child Protection Policy.**

Pupil transition

All pupils benefit from an induction upon joining the School. Handover information is requested from former schools and shared between the relevant colleagues as a pupil progresses through the school.

When a pupil has served a fixed term exclusion they benefit from a reintegration meeting prior to returning to school so that methods of support to promote more positive behaviour can be agreed upon.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom and the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

Removal from the classroom is a serious sanction and should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child is removed from the classroom.

The following circumstances may require removal:
- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To allow the pupil to regain calm in a safe space

The use of removal should allow for continuation of the pupil's education in a supervised setting.

It must be noted that this would be an incredibly rare circumstance at Heathfield and would be expected to last for the duration of the lesson or whilst a Pupil Support Plan is created to address the concern.

Searching, screening and confiscation

In accordance with DfE guidance, School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

- Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.
- The School will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Refer to the **Conducting a Search Policy** for further clarification.

Reasonable Force

In accordance with the DfE guidance reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means 'using no more force than is needed'. It will only be used when immediately necessary to safeguard children and for the minimum time required to prevent a pupil from doing (or continuing to do) and of the following:
- Injuring themselves or others
- Committing an offence
- Causing damage to property (including their own)
- Engaging in any behaviour prejudicial to the good order and discipline of the School of its students

Where restraint is used by staff, this will be recorded in writing and the student's parents will be informed. Refer to the **Physical Restraint Policy** for further clarification.

The school does not use or permit any form of corporal punishment.

Malicious Allegations

Where a pupil makes an allegation against a pupil or a member of staff (including an allegation of sexual violence or harassment) and that allegation is shown to have been deliberately invented or malicious, the School will discipline the pupil in accordance with this policy and see it as a very serious breach of trust.

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 pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The School will also consider the pastoral needs of staff and pupils accused of misconduct.

Please also refer to the **Safeguarding and Child Protection Policy** for allegations against staff.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management also forms part of continuing professional development alongside regular CPDS and Twilight sessions.

Related Policies

- Alcohol Policy
- Anti-Bullying Policy
- Anti-Smoking and Nicotine Policy
- Conducting a Search Policy

- Disability Policy
- Drugs Policy
- Educational and Co-Curricular Trips and Visits Policy
- Equal Opportunities Policy
- Exclusion Policy
- Mobile Phone and Portable Devices Policy
- Parents' Complaints Policy
- Physical Restraint Policy
- Pupil Code of Conduct Policy
- Safeguarding Children and Child Protection Policy
- Sexual Violence and Harassment Policy

Appendix 1 - Decision-making road map
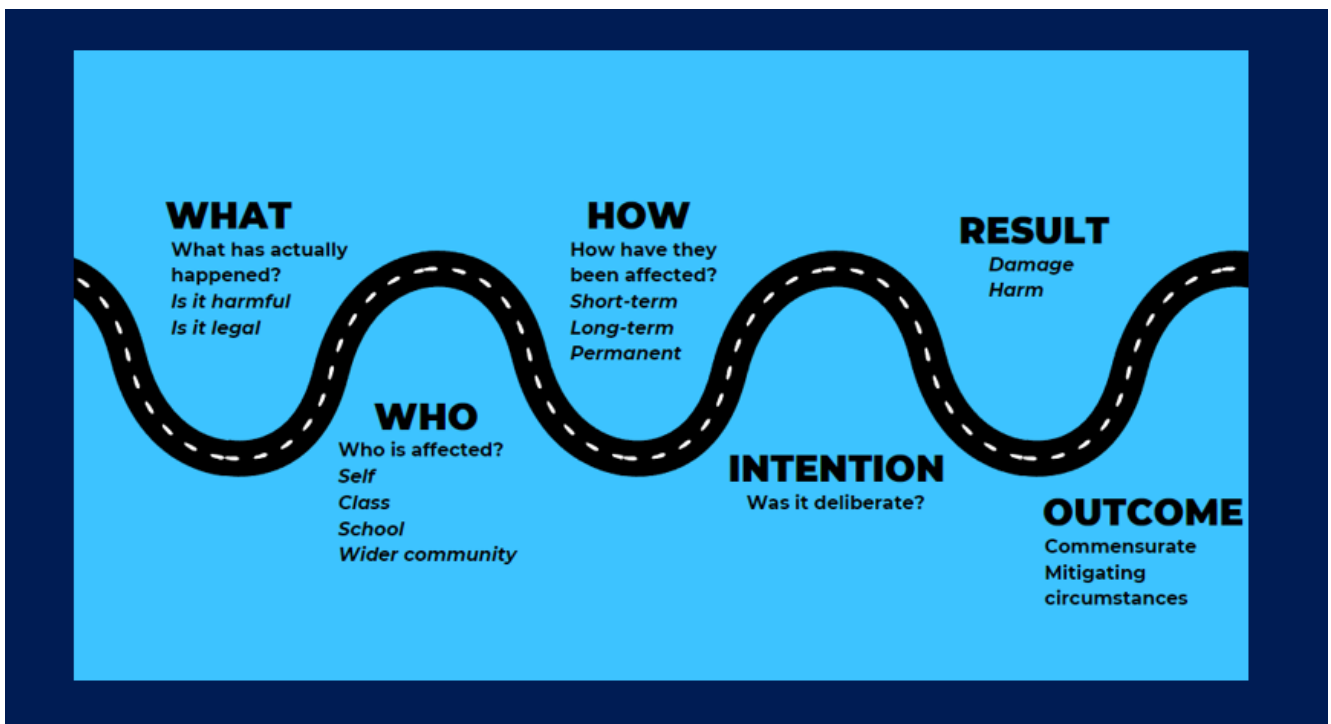
Appendix 2 - Head of Year Reflection Form

Head of Year Reflection

Pupil	
Date of Reflection	
Set By	
HoY	

Reason for Reflection:

Reflection
You will need to spend your time in HoY Reflection completing a summary that shows your understanding of why you are here and how you will avoid being here in the future. You have 30 minutes so please try to consider all elements and include as much depth as possible. You will need to refer to the following: What - What has happened? Why are you in a HoY reflection? Who - Who has been affected by this? How - How have they been affected? Intention - Why did you choose to do this? Result - What will happen as a result of your behaviour? Outcome - What will happen differently in the future? What will change?