



# **Behaviour Policy**

Version reviewed – April 2025

Review date – May 2027

Approved by Executive Head – May 2025

## Behaviour and Discipline Policy

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### Introduction

At Heathfield School, we have high expectations for the behaviour and conduct of all pupils. It is paramount that every member of our school community feels valued, respected and is treated fairly. The purpose of our behaviour policy is to

support all staff and children in understanding and fulfilling our behaviour expectations but also supporting children to make the right choices. The policy ensures consistency, equity and fairness in approach.

## School Culture

Our school culture is built on our school values and fosters a positive and supportive environment that is conducive to an effective learning environment and enables pupils to build effective relationships. Our culture encourages children to make the right choices at all times. Heathfield is a caring school that fosters mutual respect and adopts a child-centred approach. We believe that every member of the school has the right to learn and teach. Where behaviour does not align with school values or culture, staff will actively work with pupils to support improvements.

## Heathfield Principles

- All staff focus on positive behaviour and use this as a model to reinforce expectations for all
- Staff and pupils have high expectations for all, including themselves
- All pupils, staff and visitors are free from any form of discrimination
- Behaviour supports a positive school environment
- The approach taken by all staff is consistent
- Incentives are used to recognise achievements, improvements and consistency
- The behaviour policy is understood by pupils and staff who all exemplify the school's values
- Pupils are helped to take responsibility for their actions and sanctions are used to support this
- All pupils understand behaviour expectations and their responsibilities within this
- The partnership with parents is supportive of the behaviour ethos and culture

## Recognition and Incentives

The significant majority of pupils at Heathfield School consistently display positive behaviour and it is important that these pupils are recognised. Additionally, those children who are showing improvements are also recognised. Where possible, recognition and incentives are provided instantly. School-wide incentives include verbal praise, certificates and postcards home.

## Behaviour Incidents

The school responds to any behaviour incident that does not align with school culture. Behaviour ranges from minor to serious incidents. Minor incidents are generally infrequent, do not impact significantly on others and cease happening with little intervention. For example, low-level behaviour that causes distractions in the classroom but does not harm others. Serious incidents are defined as repeated, dangerous or impacting significantly on themselves and/or others. Examples of this would include bullying or discrimination. The examples above are by no means exhaustive but provide a brief oversight. Sanctions that can occur for Level 1 and Level 2 may include, reflection or time-out. Level 3 behaviours can lead to a suspension, off site direction or permanent exclusion.

## Response to behaviour incidents

The response to behaviour incidents is consistent and always takes into account circumstances, context and intent.

The response is outlined below:

- Fact finding to fully understand the incident. This includes statements from any party involved or any witnesses to the incident.
- Incident logged on internal logging system
- Sanction issued or escalation to senior leaders
- Senior leaders fully investigate the incident, building on the information provided.
- Senior leaders decide on – often in consultation with other departments - an appropriate outcome, including pastoral provision
- Outcome shared with pupils, parents and relevant staff members.
- Monitor, review and reflect

## Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Happens in person or online
- Intentional and/or intimidating

Heathfield School does not tolerate bullying of any kind. If we discover that an incidence of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attending Heathfield School are free from fear. A full investigation of any incident reported as bullying will be carried out, support for the pupil or pupils put into place with close monitoring for a period of time. Parents are kept informed regularly and appropriate sanctions disseminated. The anti-bullying policy provides further information around this.

Type of bullying	Definition
Emotional	Being intentionally unkind or unfriendly, excluding, tormenting
Physical	Assault, taking another's belongings, any use of violence
Discriminatory	Any negative comments, graffiti or gestures against any protected characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments that are sexually inappropriate or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online bullying	Bullying that takes place online, such as through text messages, social media, messaging apps or gaming sites

## Equality

All policy and practice is in line with the 2010 Equality Act. The school will make reasonable adjustments for responding to behaviour which may be related to a protected characteristic. Where suspensions or permanent exclusions needs to be considered (see PACT Suspension and Permanent Exclusions Policy), school will ensure that a pupil with a protected characteristic has their needs considered.

## Support, Provision and Interventions

Heathfield School has a pastoral department that is equipped to provide support or implement interventions and effective provision to any child who needs it. This forms part of the school's early help offer; early identification is key to this. Skilled practitioners are deployed to deliver targeted interventions that meet pupil needs or support in building positive behaviour. This may happen through 1:1 support, group sessions or whole-class intervention. All support provided is planned for, monitored and reviewed for impact. Parental engagement is key to the success of this and consent is always sought for 1:1 or group sessions. Where necessary, support and advice will also be sought externally, an Educational Psychologist, School Nurse, Family Support Worker and/or others, to identify or support specific needs. This would again require parental consent.

## Responsibilities and Expectations

### Heads

- The Head is responsible for reviewing this behaviour policy in conjunction with the Director of Safeguarding giving due consideration to the school's statement of behaviour principles

- The Head, in consultation with the Director of Safeguarding and Pupil Welfare, will make decisions regarding suspensions and permanent exclusions. The next most senior leader, in the Head's absence, will do this.

### **Senior Leaders**

- Are committed to being present and proactive in dealing with behaviour
- Will be highly visible, with ambitious goals, supporting all staff with the upholding of positive pupil behaviour
- Effectively communicate behaviour updates with all departments, setting realistic, detailed behaviour expectations understood clearly by all members of the school
- Role model highly consistent working practices throughout the school
- Have a clear understanding of the school culture, vision and values
- Provide high levels of support between leadership and staff, including staff PLD
- Ensure all staff adhere to the school behaviour strategies and systems, providing ongoing training and development
- Will take action to deal with incidents of poor behaviour management and/or staff who fail to follow the behaviour policy
- Monitor and respond to trends and patterns in behaviour data
- Monitor and understand behavioural needs of at risk pupils

### **Teachers**

- Ensure that all adults in the room know how to respond to all pupils
- Promote and recognise positive behaviour
- Celebrate individual and whole class successes
- Identify and refer pupils requiring additional support
- Reinforce behaviour expectations consistently
- Support and encourage children to make the right choices
- Act as the first point of contact and communication to all parents/carers/guardians
- Record behaviour incidents promptly and accurately in sufficient detail
- Implement actions/strategies to improve whole school behaviour
- Take early intervention to prevent undue escalation of incidents

### **Pupils**

- Know, understand and adhere to the school culture
- Show respect to all other members of the school community
- Take responsibility for their own actions and the impact they have on others
- Take pride in their school environment
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### **Parents**

- To attend meetings arranged by school to discuss progress in their child's behaviour
- To support their child's learning and behaviour
- Respond to communication from school and keep school updated with any significant changes in circumstances
- Discuss any behavioural concerns with the class teacher promptly
- Support children in taking responsibility for their actions
- Engage with school in an appropriate manner, adhering to the Trust Parent Conduct Policy at all times

### **Local Academy Committee/Trust Board**

- The Trust Board are responsible for reviewing and approving the written statement of behaviour principles
- The Academy Committee will also review this behaviour policy in conjunction with the Director of Safeguarding and monitor the policies effectiveness, holding the Head to account for its implementation
- The Trust Board are responsible for monitoring this behaviour policies effectiveness and holding the Head to account for its implementation.

### **Off-Site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or travelling to or from school. This will also apply for peer-to-peer incidents. The Contextual Safeguarding Policy provides further information on this.

## **Malicious Allegations**

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider the most appropriate action in accordance with this policy. The school will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

## **Peer to Peer Sexualised Behaviour**

If staff become aware that a pupil is displaying or participating in sexualised behaviour, a judgement will be made by a senior leader to determine whether the behaviour is abusive. If the behaviour is inappropriate but not thought to be abusive, school will speak to the pupil's parent(s) regarding the incident and actions taken in line with the school behaviour sanctions. If the behaviour is thought to be abusive, a Designated Senior Leader must refer to Children's Services, inform parents and seek the involvement of the police.

## **Positive Handling/Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to prevent high levels of disruption in the classroom.

If Positive handling is ever required, it will only be reasonable and proportionate to the circumstances. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact. In deciding whether reasonable force is required, staff should consider the risks presented by incidents carefully. The needs of the pupils should be considered, including any with SEND or with medical conditions.

Reasons for restraint:

- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- To prevent a pupil from harming themselves through physical outbursts

Where reasonable force is used by a member of staff, the incident must be recorded in writing. The pupil's parents will be informed about incidents involving the use of force.

Senior Leaders may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, lighters, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

## **Searching Pupils**

Informed consent: DSLs may search a pupil with their consent for any item. If a DSL suspects that a pupil has a prohibited item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, the Head, and staff authorised by the Head, may restrain a pupil where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession that may cause harm to themselves, others or damage to property. In the Head's absence, it would be the responsibility of the Deputy Head.

An electronic device such as a mobile phone or a tablet computer will be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break school rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be, used to cause harm or to disrupt teaching.

## **Prohibited Items include but are not limited to**

- Knives and weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco/cigarettes, including E-cigarettes/vapes
- Fireworks
- Pornographic images
- Tools and sharp objects
- Large volumes of money
- Items brought into school with the intention to exchange for money
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to persons or property

## **Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items may be returned to parents/carers/guardians upon collection of their child. Weapons, knives, drug paraphernalia and child pornography must always be dealt with in consultation with the police.

## **Review**

This policy will be reviewed biannually. The Trust Board may wish for this policy to be reviewed earlier than this in response to changes in statutory guidance or upon recommendations on how the policy might be improved.