



HEATHFIELD SCHOOL

Promoting Positive Behaviour Policy

Policy Area:	General
Relevant Statutory Regulations:	<input type="checkbox"/> ISSR 2014 Parts 2 and Part 3 <input type="checkbox"/> NMS Part G, Promoting Positive Behaviour and Relationships <input type="checkbox"/> Equality Act 2010 <input type="checkbox"/> School Standards and Framework Act 1998 <input type="checkbox"/> DfE: Behaviour in Schools: Advice for Headteachers and School Staff (2022)
Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head (Pastoral and Boarding)
Version:	2023.05
Date updated:	19 November 2023
Date of next review:	01 September 2024

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

Introduction

The purpose of this document is to promote and sustain positive behaviour throughout Heathfield School (the "School"), as befits a restorative justice school.

This policy operates in accordance with relevant legislation and the guidance given by the Department for Education (DfE) in 'Behaviour and Discipline in Schools' (2016) and in compliance with the requirements for children with learning difficulties and/or disabilities given in the Equality Act 2010.

The School's primary aim is to discover and develop every pupil's unique talents to enable them to excel.

The School aims to foster:

- ☐ The confidence and self-belief to go beyond one's preconceived abilities;
- ☐ Authenticity, self-awareness and a desire to embrace each other's uniqueness and spirit;
- ☐ Compassion, empathy, understanding and lifelong friendship building respect for oneself and others;
- ☐ Good habits for life: work ethic, self-discipline, resilience, independence, integrity and courage based on strong moral values and having a go;
- ☐ Commitment to the community: selflessness, compassion and service to

others. Helping pupils stand up, stand out, live life to its fullest.

These values are engendered through four central pillars:

Community

- ☐ A community where everyone drives and benefits from a culture of high expectations;
- ☐ A community where every pupil is valued and known;
- ☐ A 'can do' community where all words and actions are kind, respectful and positive;
- ☐ A community which hires, retains and trains the best staff;
- ☐ A community which commits to physical and financial service to those less fortunate;
- ☐ Beautiful, well maintained surroundings encouraging wellbeing;
- ☐ Proactive and caring support for all;
- ☐ A close community where positive relationships with pupils, old pupils, parents past and present, staff and friends flourish.

Pastoral Care and Boarding

- ☐ Each pupil benefiting from excellent pastoral care that provides individual support and care;
- ☐ Value and nurture each individual pupil within a warm, supportive house-based context, where pupils' happiness and well-being is cared for in an inclusive, affirming environment.

Teaching

- ☐ Teaching of the highest standard which motivates, inspires and challenges every pupil to meet their ambitious academic goals;
- ☐ Every pupil benefiting from career and higher education guidance enabling them to meet their ambitious personal goals;

Co-Curricular

- ☐ Each pupil benefiting from a variety of cultural, physical, social, intellectual and creative activities and opportunities developing resilience, self-confidence and belief ensuring readiness for a place within a modern global society.

Responsibilities

The Governing Body

- ☐ Sets the standards for the management of behaviour in the School including the conduct of the pupils Code of Conduct.
- ☐ Has a role in reviewing the decisions of the Headmistress in respect of exclusions, and in determining complaints of parents/carers of pupils in the School.

The Headmistress

- ☐ Maintains oversight of the operation of behaviour policies for staff and pupils and may review the decisions of other staff in respect of discipline.
- ☐ Has the legal authority to exclude pupils from the School or to permanently withdraw a boarding place from a boarder under the terms of the Boarding Agreement.
- ☐ Frequently meets with pupils who deserve commendation for their effort and/or achievements.

The Deputy Head Pastoral and Boarding (DHPB) and Assistant Head Pastoral and Boarding (AHPB)

- ☐ The good order and discipline in the School as a whole, including boarding.
- ☐ Welfare of all pupils and specifically for ensuring the effectiveness of any specialist provision that a pupil may require.
- ☐ Supported by other staff, including the Heads of Year, and the Housemistresses are to support the D H (P & B), AH (P&B) and the Headmistress in the implementation of this policy.

Heads of Year

- ☐ For the attainment, good order and discipline of pupils allocated to their year at all times.
- ☐ Support SLT members in ensuring good order of pupils in lessons.

Housemistresses

- ☐ For the behaviour, good order and discipline of pupils in their boarding area.
- ☐ Report directly to the AHPB but liaise closely with the Heads of Year and form tutors to ensure a consistency of approach.

Subject Leaders

- ☐ For the attainment, good order and discipline of pupils in lessons and in their subject areas.
- ☐ Support members of their department in ensuring behaviour in lessons which is conducive to learning and teaching.
- ☐ Can authorise departmental detentions.

Tutors

- ☐ For monitoring the behaviour of the members of their tutor groups and identifying patterns which may require intervention.
- ☐ Give praise and support to their pupils and may recommend them for House or School rewards.
- ☐ Works with the pupil to resolve problems.
- ☐ Informs the Head of Year/Housemistress if there is a recurring problem or when the demerits are becoming excessive.

Classroom Teachers

- ☐ For the behaviour of pupils in their classroom, with the support of Subject Leaders and other more senior staff.
- ☐ May impose low level sanctions.

All Staff, teaching or otherwise

- ☐ Have a role to play in promoting the values of the School and upholding the Pupil Code of Conduct.
- ☐ Should follow the reporting and referral procedures to ensure that poor behaviour is dealt with at the correct level.

Throughout a child's time at the 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.

Aims of behaviour policy

This policy aims to:

- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination;
- Outline how pupils are expected to behave;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outline our system of rewards and sanctions.

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

Legislation and Statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- ☐ [Behaviour and discipline in schools](#)
- ☐ [Searching, screening and confiscation at school](#)
- ☐ [The Equality Act 2010](#)
- ☐ [Keeping Children Safe in Education](#)
- ☐ [Use of reasonable force in schools](#)
- ☐ [Supporting pupils with medical conditions at school](#)
- ☐ It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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.

Definition

Misbehaviour includes:

- ☐ Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- ☐ 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)
- ☐ Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - 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.

- ☐ Vandalism
- ☐ Theft
- ☐ Falsely and maliciously accusing a member of staff of misconduct
- ☐ Fighting
- ☐ Smoking
- ☐ Racist, sexist, homophobic or discriminatory behaviour
- ☐ Possession of any prohibited items. Such as:
 - Knives or weapons
 - Smoking paraphernalia
 - Alcohol
 - Illegal drugs
 - 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).
- ☐ Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Promoting Positive Behaviour

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 sanctions, when deserved, are imposed justly, swiftly and consistently, giving pupils a chance to reflect and learn from their mistakes.

For this to happen:

The **Senior Leadership Team** will:

- ☐ Ensure that full induction procedures are in place for newly qualified and inexperienced teachers (along with a support programme), for boarding staff and for all incoming experienced staff
- ☐ Ensure that systems of communication with, and between, staff on disciplinary matters is effective; and
- ☐ Ensure that this policy is implemented in all departments and boarding areas and by all staff.

The **DHPB and AHPB** will ensure that School sanctions and punishments are used equitably across the School and that pupils are rewarded for positive behaviour as well as sanctioned for poor behaviour.

The **Heads of Year (HoY)/ Housemistresses** will (within their year-group or House):

- ☐ Promote good relationships between pupils and between staff and pupils;
- ☐ Provide support for boarding and teaching staff so that they may promote positive behaviour;
- ☐ Constantly reinforce, and monitor, adherence to the School's expectations and standards; and
- ☐ Monitor the behaviour of pupils and give rewards or sanctions as appropriate.

The **Subject Leaders (SLs)** will (within their Departments):

- ☐ Encourage positive teaching and learning and good relationships between staff and pupils;
- ☐ Provide support for teachers and other staff to maintain good discipline; and
- ☐ Use systems of recognition appropriate to their departments.

Tutors will (within their tutor group):

- ☐ Monitor the behaviour of pupils and give praise or recommend sanction as appropriate; and
- ☐ Promote, and monitor adherence of pupils to, the School's expectations and standards (including uniform rules) on a daily basis.

Classroom Teachers will (within their classes):

- ☐ Familiarise themselves with this policy and the School's expectations and standards, implementing them consistently;
- ☐ Use praise and sanction as appropriate, seeking assistance from the subject leader if necessary; and
- ☐ Ensure that Effort Grades accurately reflect the behaviour of the pupil.

Recognition and Rewards

The vast majority of pupils display high levels of positive behaviour at School at all times. The School's rewards system allows pupils, teachers and their parents/carers to see how well they are progressing in subjects and where they are producing sustained good work, effort and progress.

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 the recognition and rewards system along with good teaching and good staff/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. The system of rewards allows the School to celebrate achievement, excellence and pupil contribution in all aspects of School life.

The School operates a tiered system of recognition and reward as detailed below:

Level 1 - 'Verbal Praise': Verbal (either personal or in front of peers), or written praise explaining what the pupil has done to deserve reward (House Points).

Level 2 – 'High Praise': Verbal (either personal or in front of peers), or written praise explaining what the pupil had done to deserve reward and informing the pupil that they are being awarded a Merit (worth 2 House Points).

Level 3 – Special Mention – Distinction: Verbal either personal or in front of peers, or written praise, by Heads of Department ("HOD") or HOY, explaining what the pupil has done to deserve the reward and informing the pupil that they are being awarded a Special Mention (worth 5 House Points). This links to the distinction system for an exceptional piece of work, such as Highflyer

Awards. Pupils receiving Special Mentions are to have 'tea' with the Headmistress on the Friday after school of the week the award has been given. They are to bring any pieces of work that have achieved this award or be prepared to discuss the event(s) that was responsible for this award being given. Pupils receiving this award receive a congratulatory handshake from the Headmistress in the next assembly and a 'postcard' to parents informing them of the award.

Level 4 – Outstanding Pupil Award following a single achievement at Regional Level. Verbal (either personal or in front of peers), or written praise, by DH(P&B) or Deputy Head (Academic) (DH(A)), explaining what the pupil had done to deserve reward and informing the pupil that they are being awarded an Outstanding Pupil Award (worth 5 House Points). Pupils receiving Outstanding Pupil Awards are to have 'tea' with the Headmistress on the Friday after school of the week the award has been given. They are to bring any pieces of work that have achieved this award or be prepared to discuss the event(s) that was responsible for this award being given. Pupils receiving this award will be presented a Certificate in the next Celebration assembly.

Level 5 – Heads Award – for success at a National or International level. Verbal (either personal or in front of peers), or written praise, by Headmistress, explaining what the pupil had done to deserve reward and informing the pupil that they are being awarded a Heads Award (worth 5 House Points). Pupils receiving Heads Awards are to have 'tea' with the Headmistress on the Friday after school of the week the award has been given. They are to bring any pieces of work that have achieved this award or be prepared to discuss the event(s) that was responsible for this award being given. Pupils receiving this award will be presented a 'holding' Certificate in the next assembly and receive a framed certificate at Founders' Day or Speech Day. The Headmistress will write to parents informing them of this award.

Appendix 1 details the Recognition and Rewards Matrix giving examples of how pupils can achieve these awards and the procedures surrounding them.

Alongside these awards, the School often uses the following methods to recognise and reward pupils' behaviour and achievements:

- ☐ displays and electronic notice boards are used to celebrate each year group, tutor group, House and department to publicise achievement in all spheres of School life;
- ☐ tutors regularly monitor the number of house points and draw attention to the data provided. Sub-totals will be sent to the relevant Housemistress each half-term to facilitate inter-form and house competition;
- ☐ assembly – praise from peers and teachers;
- ☐ chart to display house points on the wall in tutorbase;
- ☐ comment in diaries;
- ☐ display work on the wall;
- ☐ marking – stamps, 'smileys', written comments;
- ☐ phone calls home;
- ☐ emails home; and
- ☐ photo honours boards on display in halls.

The underlying principle for the promotion of positive behaviour at the School is that ALL staff must look for EVERY possible opportunity to praise and reward its pupils.

Praise and rewards may be given to an individual pupil or a group. This can happen in lessons, in House, on the games field, in clubs, activities and societies, or even just walking around or the grounds. In particular, every opportunity should be taken to praise pupils who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important. Praise and rewards can be used to help reinforce efforts to tackle one particular aspect of behaviour.

When praising or rewarding pupils, staff should explain the reason behind their decision, which should be communicated to pupils at the time of the praise or reward.

Consequences for Poor Behaviour

The School fully recognises that pupils can, do and will make mistakes when it comes to their behaviour, conduct and decision making, and that it is the School's responsibility to help them learn from these mistakes. With this in mind the School aims to take a sympathetic and restorative approach to how it deals with poor behaviour at School, while remaining firm and consistent in its application.

The use of disciplinary sanctions will be reasonable and proportionate to the circumstances of the case, and staff will apply them consistently and fairly. Account will be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil. All sanctions for behaviour will be accompanied by a restorative justice conversation with the relevant member of staff. Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police if they are involved.

The School has the power to discipline pupils for misbehaviour which occurs in School and, in some circumstances, outside of school. The School may discipline pupils for misbehaviour when:

- ☐ taking part in any School-organised or School-related activity or
- ☐ travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the School.
- ☐ or misbehaviour at any time, whether or not the conditions above apply, that:
 - meet a safeguarding threshold or pastoral/welfare concern for the pupil or others or
 - could have repercussions for the orderly running of the School or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the School.

Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

- ☐ bullying (including cyber-bullying);

- ❑ physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- ❑ sexual violence and sexual harassment;
- ❑ sexting (also known as youth produced sexual imagery); and
- ❑ initiation / hazing type violence and rituals.

The School's policy and procedures with regard to child-on-child abuse are set out in the School's Safeguarding and Child Protection Policy and Procedures. Where behavioural issues give rise to a safeguarding concern, the procedures in the School's Safeguarding and Child Protection Policy and Procedures will be followed.

The School operates a tiered system of Levels of poor behaviour as detailed below:

Level 0 – Low Level Self-Discipline Issue – informal warning. Staff will give a warning, explaining what the pupil is doing wrong and how they can correct their behaviour. No recording or communication of this incident is necessary unless a Tutor/Housemistress (HM) has requested it for a particular pupil. (No Behaviour Points).

Level 1 – Low Level Self-Discipline Issue – repeated after informal warning. This applies after a member of staff has already given warning, explaining what the pupil is doing wrong and how they can correct their behaviour. The pupil will be given a Behaviour Point for first offence and a Subject detention (30 minutes) and Behaviour Point for a second offence; a recording of this will be made on Engage. A restorative justice conversation will also take place.

Level 2 – Repeated/More Serious Self-Discipline Issues (including Repeated Level 1 offences). A member of staff will explain to the pupil, exactly what they have done wrong and how to avoid this happening again the future. The pupil will be given 2 Behaviour Points and Head of Year Detention (1 hour). A recording of this will be made on Engage. A restorative justice conversation will also take place.

Level 3 – Breach of Trust (including Repeated Level 2 offences) - Pupil will be given 3 Behaviour Points and a SLT Detention to complete restorative tasks (2 hours on a Saturday). A meeting with HoY and Tutor will be held to discuss possible positive and restorative ways forward and identify what support might be needed to achieve this. This will be recorded on Engage and parents will be informed. The pupil's HOY will hold a discussion with parents to further explain/clarify and to explore avenues of support that the School and they might give the pupil. This will also be recorded on Engage.

Level 4 – Serious Breach of Trust (including Repeated Level 3 offences and 25 Behaviour Points in a 10 week period). Pupil will be given 4 Behaviour Points and either a Headmistress' Detention to complete restorative tasks (3 hours on a Saturday) or a sanction meeting (in accordance with the Exclusion Policy). Parents will be invited to a meeting with the Headmistress or with her permission the DH (P&B) or AH (P&B) deputising for her. Formal support for the pupil MUST be put in place for any pupil issued with any form of Temporary Exclusion. The member of staff observing/involved will communicate with HM/HOY via email after the incident has been logged on Engage. HM/HOY to liaise with DH(P&B) or AH (P&B). Where relevant, the procedure set out in the Exclusion Policy will be followed.

Level 5 – Very Serious/Dangerous Behaviour (including Repeated Level 4 offences and 50 Behaviour Points in a 10 week period). Pupil will be given 5 Behaviour Points and a sanction meeting will be held with the Headmistress and parents present (in accordance with the Exclusion policy). Where the nature of the incident and the resultant investigation indicate that permanent exclusion, rather than temporary exclusion is possible, no sanction meeting will be held. Instead, a hearing for permanent exclusion will be held. The member of staff observing/involvement will communicate with the HoY via email after the incident has been logged on Engage. The HoY will liaise with the DH(P&B), AH(P&B) and the Headmistress and the procedure set out in the Exclusion Policy will be followed. Formal support and the use of external agencies/specialists will be considered for all exclusions. Where relevant and if necessary, the DH(P&B) will contact the Police or other safeguarding agencies as required.

A serious behaviour register is kept where any pupil who has breached Level 4 and/or 5 will be recorded and details of their exclusion or sanction entered so that patterns can be identified by the school. Our management system Engage records all sanctions given and these can be exported by pupils or by tier of behaviour infringement. The HoY will monitor the number of infringements and ensure that their behaviour sanctions escalate as appropriate whilst offering the pupil support and guidance on how to modify their behaviour and recommend any necessary support.

Appendix 2 details the Sanctions Matrix giving examples of the types of behaviour at the various levels and the procedures surrounding them.

To help avoid the use of sanctions staff will use their best endeavours to:

- ☐ ensure pupils know the classroom rules;
- ☐ allow pupils to assume responsibilities and act maturely and involve them actively in lessons;
- ☐ ensure that the relationship between teacher and pupil is friendly yet respectful. Over familiarity may lead to a loss of respect and control;
- ☐ reward pupils for good work, positive behaviour and any other appropriate positive reason;
- ☐ listen to reasons before making judgements;
- ☐ be fair and consistent when dealing with pupils but don't treat all pupils the same;
- ☐ be courteous and polite to pupils, refer to them by their forenames and expect pupils to address staff and visitors in a respectful manner (Sir, Mr, Miss, Mrs, Ms) and open doors for them. The vast majority of our pupils respond positively to "please" and "thank you" and will respond in an equally courteous manner;
- ☐ speaking assertively to pupils. It is rarely necessary to shout and a teacher should never lose their temper or use abusive or sarcastic language. It is essential to remain in control of the situation; and
- ☐ ensure that pupils show respect for the buildings, furniture, etc.;

When considering the use of sanctions staff will use their best endeavours to:

- ☐ ensure that all sanctions are recorded on Engage;
- ☐ 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 reflected in any sanction that is eventually applied;
- ☐ make it clear where appropriate that a sanction is being applied to deal with a pupil's behaviour and not to stigmatise the pupil;
- ☐ avoid early escalation towards severe sanctions, reserving them for the most serious or persistent misbehaviour;
- ☐ avoid sanctions becoming cumulative and automatic, by taking into account a pupil's individual needs, age and understanding;
- ☐ wherever possible, avoid whole-group sanctions that sanction the innocent as well as the guilty;
- ☐ consider using sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example for making a mess in the boarding area a pupil might be given extra chores);
- ☐ use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour;
- ☐ when appropriate, use sanctions that put right harm caused by unacceptable behaviour;
- ☐ never issue a sanction that is humiliating or degrading;
- ☐ apply sanctions in a calm and controlled manner;
- ☐ ensure that sanctions are seen as inevitable and consistent, such that pupils should know that a sanction, when mentioned, will be used; and
- ☐ attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour.

It cannot be emphasised enough that low level interventions, such as the giving of a non-verbal signal, reminding a pupil of a rule and giving a warning **MUST** be used before higher level sanctions are applied. **Staff will aim to resolve issues at the lowest possible level.**

When sanctioning pupils staff will apply the following model to explain the reason behind their decision, which should be communicated to pupils during the discussion around the sanction:

- ☐ Has the pupil done something or acted in a way that she is not proud of?
- ☐ Has the pupil demonstrated a lack of integrity?
- ☐ Has the pupil behaved in a way that has damaged her learning or the learning of others?
- ☐ Has the pupil led others into poor behaviour, or set a poor example to others?
- ☐ Has the pupil, by their own actions, underachieved to a concerning level?
- ☐ Has the pupil shown little or no respect to others or themselves?

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, 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.

Reasonable Force

In accordance with the DfE guidance *Keeping Children Safe in Education* (September 2023) and *Use of Reasonable Force* (July 2013), 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 and for the minimum time required to prevent a student from doing (or continuing to do) and of the following:

- ☐ Committing a criminal offence
- ☐ Injuring themselves or others
- ☐ 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.

Corporal Punishment

There is no corporal punishment at the School, as required by Section 131 of the School Standards and Framework Act 1998. This includes the administration of corporal punishment to a pupil during any activity, whether or not on the School premises, and applies to all staff employed by the School including any acting *in loco parentis* such as unpaid volunteer supervisors.

Confiscation

- ☐ **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.
- ☐ Searching and screening pupils is conducted in line with the DfE's latest <https://www.gov.uk/government/publications/searching-screening-and-confiscation> guidance on searching, screening and confiscation and the School's Conducting a Search Policy.

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 Child Protection and Safeguarding Policy.

Pupil transition

- ☐ To ensure a smooth transition to the next year, staff handover meetings are required when the HOY or HM changes.
- ☐ To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

- ☐ Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.
- ☐ Behaviour management will also form part of continuing professional development.
- ☐ Regular CPD and Twilight sessions are run to support staff with their management of pupils, language to use to assist rapport and key signposting for professional support.

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
- ☐ Physical Restraint Policy
- ☐ Pupil Code of Conduct Policy
- ☐ Safeguarding Children and Child Protection Policy
- ☐ Sexual Violence and Harassment Policy

Appendix 1 – Rewards Matrix

Positive Behaviour			Response			Communication		Recording	
Level	Definition	Examples	Reward		Acknowledgement	Within School	Externally	Where	Responsibility
1	Low level Positive Behaviour	Good effort/progress on a task or prep.	Informal 'Well Done'	1 Merit	Verbal (either personal or in front of peers), or written praise explaining what the pupil had done to deserve reward.	Discretionary; Awarding staff member to inform tutor/HoY/HM.	Discretionary; Awarding staff member (or Tutor/HM/HP) to inform parents/guardian.	Engage	n/a
		Single act of kindness (holding door etc.), picking up litter etc.							
		Tidy dorm, being helpful to HoY/Housemistress/tutor etc.							
2	Noteworthy Positive Behaviour	Good effort in a lesson/prep. A single instance of good academic progress being made.	High Praise - Commendation	2 Merits	Verbal (either personal or in front of peers), or written praise explaining what the pupil had done to deserve reward and informing the pupil that they are being awarded a Commendation (worth 2 merits).	Awarding staff member to inform tutor. Tutor to monitor Commendations within tutor group (keeping a display on tutor group noticeboard) and inform HoY/HM during House meetings.	Discretionary; Awarding staff member (or Tutor/HoY/HM) to inform parents/guardian.	Engage	Awarding member of staff.
		A noteworthy act of positive contribution to school life.							
		A noteworthy act of positive contribution to boarding life.							
3	Exceptional Positive Behaviour	A single, outstanding piece of work/effort/example of progress OR a series of very strong individual pieces of work/effort/progress not	Special Mention - Distinction	5 House Points	Verbal (either personal or in front of peers), or written praise, by HoS, HoY or HM/AHP,	Staff member to recommend pupil to HoD (for Academic) or HoY/HM (for Contribution to School/Boarding).	Tutor to send parents/guardian congratulatory postcard. HoY/HM to	Engage	Tutor

		previously rewarded beyond Level 1			DH(P&B), explaining what the pupil had done to deserve reward. Pupils receiving this award are to have 'tea' with the Head on the Friday break time of the week the award has been given. They are to bring any pieces of work that have achieved this award or be prepared to discuss the event(s) that was responsible for this award being given. Pupils receiving this award receive a congratulatory handshake from the Head in the next assembly.	HoD/HoY/DH(P&B)/A HP decides if a Special Mention is to be awarded. If awarded staff member informs tutor. Tutor to inform HoY/HM directly. HM/HoY to prepare weekly list of pupils receiving Special Mentions for Head's PA.	monitor this has happened.	Eng age	Tutors
		A single, outstanding act of positive contribution to school life OR a series of acts that have not previously been rewarded beyond Level 1.							
		A single, outstanding act of positive contribution to boarding life OR a series of acts that have not previously been rewarded beyond Level 1.							

4	Outstanding and Consistent Positive Behaviour	Strong consistency in positive behaviour in one (or more) aspects of school life, including academic, contribution to the community or House. This is demonstrated by gaining 30 House Points; or potentially for a single achievement at School/Regional Level.	Outstanding Pupil Award	5 House Points	As Level 3 except: Pupils receiving this award will be presented a Certificate in the next assembly.	A member of staff (including Tutor) may inform HoY that a pupil has achieved distinction at a School or Regional level. HoY to prepare weekly list of pupils in House that have achieved Outstanding Pupil Award for Head's PA.	HoY to send parents/guardian a congratulatory post card. HoY to monitor this has happened.	Engage	HoY
5	Consistently Outstanding Positive Behaviour	Outstanding consistency in one (or more) aspects of school life, including academic, contribution to the community or House. This is demonstrated by gaining 3 or more Outstanding Pupil awards; or potentially for a single achievement at a national level.	Head's Award	5 House Points	As Level 4 except: Pupils receiving this award will be presented a 'holding' Certificate in the next assembly and receive a framed certificate at Founders Day/Speech Day.	HoY to inform DH(P&B) that a member of their House has gained 3 Outstanding Pupil Awards OR a member of staff may inform the DH(P&B) that a pupil has achieved distinction at a National level.	Head to send parents/guardian a congratulatory letter.	Engage	DH(P&B)

Appendix 2 – Sanctions Matrix

Negative Behaviour			Response		Communication		Recording	
Level	Definition	Examples of behaviour	Sanction	Restorative Justice	Within School	Externally	Where	Responsibility
0	Low Level Self-Discipline Issue	See Level 1 examples	Informal Warning	None	At staff discretion or directive	At Tutor/HoY/HM discretion	Engage (At staff discretion)	Member of staff observing/involved
1	Low Level Self-Discipline Issue After Informal Warning	Calling out Poor effort Poor dress Pushing Silliness Lateness	Formal Warning 30 minutes Subject Detention	1 Behaviour point Staff to give warning, explaining what the pupil is doing wrong and how they can correct their behaviour.	via ENGAGE	At Tutor/HoY/HM discretion	Engage	Member of staff observing/involved
2	Repeated/More Serious Self-Discipline Issues (Including Repeated Level 1 offences)	Disrupting lesson No effort Inadvertent Rudeness Lying Stage 1 Bullying Offence	1 Hour HOY Detention	2 Behaviour Points Member of staff to explain exactly what the pupil has done wrong and how to avoid this happening again the future.	via ENGAGE	At Tutor/HoY/HM discretion	Engage	Member of staff observing/involved

3	Breach of Trust (Including Repeated Level 2 offences)	Missing lessons Deliberate Rudeness Defiance Stage 2 Bullying Offence Night walking Breaking bounds (Minor) Vandalism (Minor) Bringing the School into Disrepute	2 Hours Saturday SLT Detention including restorative tasks	3 Behaviour Points	As Level 2 plus the pupil is to write a letter/email to member of staff acknowledging their poor behaviour, apologising for it and explaining what changes they are going to make to ensure that it doesn't happen again. Meeting with HoY/HM/Tutor to discuss possible positive ways forward and identify what support might be needed to achieve this.	Member of staff observing/involved to communicate with HoY via email HoY Engage.	HoY to make contact with Parents.	Engage	HoY
4	Serious Breach of Trust (Including Repeated Level 3)	Swearing at staff Fighting Stage 3 Bullying Offence Discriminatory language	3 Hour Saturday Head's Detention including restorative tasks	4 Behaviour Points	As Level 3 but the letter is to be addressed to the HM/DH(P&B)/AH(P&B) and meeting is to be with the HM and DH(P&B)/AH(P&B). Parents	Member of staff observing/involved to communicate with	Formal letter to parents. HoY to contact Parents to discuss ways	Engage	DH(P&B)/AH(P&B)

	offences)	Breaking bounds (Major) Significant Vandalism 25 BPs in a 10 Week Period	Internal or External Fixed Term Exclusion (Short)		may be invited to this meeting when a Heads Detention is issued and will be invited to a sanction meeting (in accordance with the Exclusion policy). Formal support for the pupil MUST be put in place for any pupil issued with any form of Temporary Exclusion.	HoY/HM/Tutor via email after incident has been logged on Engage. Member of staff to complete Incident Form. HoY to liaise with DH(P&B)/AH(P &B).	forward, what support is being put in place and to invite to meeting if necessary.		
5	Very Serious/ Dangerous Behaviour (Including Repeated Level 4 offences)	Physical/Verbal abuse of staff Threatening/intimidating staff/pupils Vandalism Causing Substantial Damage Extortion Stage 4 Bullying Offence 50 BPs in a 10 Week Period Possession/consumption/ supplying (and being	Internal/External Fixed Term Exclusion (Long) Permanent Exclusion	5 Behaviour Points	As Level 4 but the letter is to be addressed to the Head and meeting will be with the Head and parents present. Formal support and the use of external agencies/specialist considered for all exclusions in this category.	Member of staff observing/involved to communicate with HoY/HM/Tutor via email after incident has been logged on Engage. Member of staff to complete Incident Form. HoY to liaise with	Formal letter to parents. DH(P&B) to contact Police or other agencies as necessary. DH(P&B) to be in contact with Parents.	Engage	DH(P&B)/Headmistress

		concerned in these offences) alcohol/drugs (including Legal Highs)				DH(P&B)/AH(P &B)			
--	--	--	--	--	--	------------------	--	--	--

Appendix 3 - Key Points of the Promoting Positive Behaviour Policy

Purpose	The purpose of this document is to promote and sustain positive behaviour throughout the School, as befits a restorative justice school.
Roles	ALL staff have a defined role to play in the promotion of positive behaviour. The very minimum of which is to follow the rewards and sanctions systems to ensure that positive behaviour is encouraged and poor behaviour is dealt with appropriately and at the correct level. It is an expectation that there will always be a restorative conversation alongside sanctions.
Recognition and Reward Philosophy	ALL staff are encouraged to actively look for opportunities to praise and reward pupils both within and beyond lessons. All staff are to encourage pupils to strive for excellence, which we take to mean being the best that they can be, regardless of ability. Staff should use the tiered system of recognition and rewards to celebrate achievement, excellence and pupil contribution in all aspects of school life.
Recognition and Reward System	The School operates a tiered system of 5 Levels: Level 1 – Verbal Praise (1 merit) Level 2 – High Praise (2 merits) Level 3 – Special Mention(5 merits) Level 4 – Outstanding Pupil Award (5 merits) Level 5 – Headmistress’s Award (5 merits)
Application	There is a Recognition and Rewards Matrix that details the levels and defines actions to be taken at each of these levels, including recording actions and communication with parents. This is to be found in Appendix 1 of this document and will be distributed directly staff as appropriate.
Consequences of Poor Behaviour Philosophy	Staff fully recognise that pupils can, do and always will make mistakes when it comes to their behaviour, conduct and decision making, and that it is their responsibility to help them learn from these mistakes. The School’s approach to how it deals with poor behaviour will be sympathetic and restorative while remaining firm and consistent in application. The use of disciplinary sanctions will be reasonable and proportionate to the circumstances of the case, and staff will apply them consistently and fairly. Account will be taken of a pupil’s age and any special educational needs, disability and religious requirements affecting the pupil.
Consequences of Poor Behaviour System	The School operates a tiered system of 5 Levels: Level 1 – Low Level Self-Discipline Issue Level 2 – Repeated/More Serious Self-Discipline Issues (Including Repeated Level 1 offences) Level 3 – Breach of Trust (Including Repeated Level 2 offences) Level 4 – Serious Breach of Trust (Including Repeated Level 3 offences) Level 5 – Very Serious/Dangerous Behaviour (Including Repeated Level 4 offences)
Application	There is a Sanctions Matrix that details the levels and defines actions to be taken at each of these levels, including recording actions and communication with parents. This is to be found in Appendix 2 of this document and will be distributed directly staff as appropriate.
General Advice	ALL staff MUST look for EVERY possible opportunity to praise and reward pupils. ALL staff MUST be PROACTIVE in ensuring that pupils live up to the expectations and standards of the School. ALL staff MUST ensure that sanctions are accompanied with a restorative conversation.

The above key points are a synopsis and are not intended to replace the policy. The full policy must be read and followed in the event that it needs to be applied. If the Key Points are found to be in conflict with the wording of the full policy, the full policy takes priority.