



HEATHFIELD SCHOOL

Promoting Positive Behaviour Policy

Policy Area:	General
Relevant Statutory Regulations:	<ul style="list-style-type: none">• 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 2025• 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
Version:	2025.02
Date updated:	3 January 2026
Date of next review:	Autumn 2026

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.

Inspiring tomorrow’s generation to live and lead with integrity, ambition and innovation

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:

- Support 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 2025](#)
- [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 **Court of Governors** is responsible for:

- Monitoring the behaviour policy's effectiveness and holding the Head to account for its implementation.
- Reviewing the decisions of the Headteacher in respect of exclusions, and in determining complaints in line with the Parents' Complaints Policy.

The **Headteacher** 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 sanctions 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 Headteacher 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 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

Pupils are expected to maintain high standards of work and behaviour. They are encouraged to adopt a positive approach to their work and to conduct themselves with self-discipline and consideration for others.

To create an atmosphere which facilitates adherence to the School code of conduct, teachers and other adults should proactively manage the groups for whom they are responsible. The following guidelines should be borne in mind:

1. Lessons and activities should start punctually.
2. Clear expectations of behaviour and standards should be offered to pupils.
3. Classrooms should be well organised and attractive.
4. Enthusiasm for the subject and high expectations of achievement should be generated.
5. Differentiated teaching should take account of the range of pupils' abilities.
6. Each pupil should be treated as an individual within the group.
7. All pupils should be treated fairly and consistently.
8. Praise should be used frequently to recognise and reinforce good work and behaviour.
9. A gentle reminder to the individual or the whole class should be sufficient. Teachers are

expected to deal with minor behaviour problems in the classrooms, with verbal reminders and a positive attitude.

If a pupil's behaviour requires correction, the following guidelines are offered:

1. Quiet but firm behavioural directions should be given.
2. A reminder of the pupil code of conduct.
3. An expectation of compliance should be conveyed rather than a demand or a hope for it.
4. The adult should address primary rather than secondary behaviour (i.e. do not refer unnecessarily to past incidents).
5. The child should be given time to think/respond/move.
6. The adult should avoid humiliation and adverse criticism of the pupil (i.e. should criticise the behaviour and not the person e.g. "it's not appropriate to talk now" rather than "you are too talkative").
7. Escalation of the situation and inappropriate confrontation should be avoided.
8. The pupil should be given a right to reply (this may be outside the lesson time, but the pupil should be told where/when it will be) and the opportunity for a fresh start where no grudges are held.

The desired outcome of all supportive and corrective behaviour management is that good working relationships may be re-established as soon as possible. If the staff member feels unable to control the situation, he/she should get help immediately from another teacher or a member of the SLT. He/she should not try to manage the situation alone.

Training on the behaviour policy forms part of the new staff induction process. Further training will be given during INSET as appropriate. Individual staff training needs will be identified as part of the appraisal process. Behaviour management also forms part of continuing professional development alongside regular CPDS and Twilight sessions. Any staff who feel they would benefit from additional training should discuss opportunities for this with their line manager.

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 Sanctions

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 Sanction 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 sanctions. 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 responsibility.

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

Prep

Prep should be set by teachers in line with the prep schedule, in order to support pupils to effectively manage their time. All prep should be set on Teams and available to pupils by 4pm, so they can make use of the supported prep time if required. Prep should not be set that is due in for the next day. We recognise that many of our pupils have busy schedules outside of lessons and as such if pupils are struggling to make a deadline, they should contact their class teacher ahead of time to request an extension. Such requests will not be unreasonably upheld. Prep should not be set for the sake of setting prep and must be designed to extend the pupils learning or consolidate learning from the lesson.

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.

Mobile Phones and Personal Electronic Devices

There is a strict no mobile phone policy during the day for pupils in Form I-V whilst VI Form operate under an 'out of sight, out of mind' policy.

- Does not allow the use of mobile phones in classrooms, public areas of the School, or where they may cause annoyance, humiliation or distress to others; and
- Does not allow the use of cameras/ mobile phone cameras in toilets, washing and changing areas

Please refer to the School's **Mobile Phones and Personal Electronic Devices Policy** for further clarification.

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. All staff are responsible for considering 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 and Protecting the Welfare of Pupils Policy and if necessary or appropriate, refer to the School's Whistleblowing Policy.

Behavioural expectations will be explained to the pupils at the start of each School year and to new pupils when joining. This will be reinforced throughout the year as appropriate. Copies of the pupil code of conduct will be displayed in form rooms and a copy is printed in the School planner.

The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other need. At this point, the School will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary and appropriate.

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 or 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 Protecting the Welfare of Pupils Policy** for allegations against staff.

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
- Equality, Diversity and Inclusion Policy
- Expulsion, Removal and Review Policy
- Mobile Phone and Portable Devices Policy
- Handling of Concerns and Complaints from Parents including EYFS Policy
- Physical Restraint Policy
- Pupil Code of Conduct Policy
- Safeguarding and Protecting the Welfare of Pupils Policy

Appendix 1 Pupil praise and sanction table

	Praise	Sanction	
Verbal (To pupil only)	P1 – shared with pupil there and then by staff Could be awarded for good effort or achievement Also awarded for kindness and good character	S1 – shared with pupil there and then by staff Could be given for low level disruption / lateness Intended to serve as a reset, to get back on track	Please note that the HOY / SLT stages can be achieved by working up through the stages (whether through an accumulation of praise / unheeded sanction)
Written (Praise to tutor)	P2 – Awarding of a Merit Could be awarded as a result of consistent P1s, or Particularly commendable work or character	S2 – Issuing of a behaviour point Could be given for repeated / clear disruption, or First offence of lacking Prep / equipment / significant lateness	
Head of Year or HOD (Communicated home)	P3 – Shared with/by Head of Year and email home Awarded as a result of consistent P2s, or Excellent effort, achievement or character	S3 – Resulting in lunchtime detention with HOY or compulsory attendance at a clinic awarded by a HOD. Given for 3 behaviour points in a half term, or a More serious offence e.g. inappropriate language / lying	
Senior Leadership Team (Communicated home)	P4 – Awarded by SLT also with a phone call home Nominations from staff to Deputy Head to select including highflyers. Efforts standardly showcased on display in school	S4 – Resulting in a Friday evening SLT detention or report card/parent meeting Recommended to and confirmed by Deputy Head Phone call home to fully explain concerns e.g. Verbal rudeness to an adult.	Alternatively, a pupil might jump straight to 3, 4 or 5 with just one instance of extremely positive or negative action
Head (Communicated home)	P5 – Awarded by Head with a letter home Nominations go to the Head to select	S5 – Parent meeting / Fixed Term Exclusion or Permanent Exclusion Recommended to and confirmed by Head Formal letter sent home	

Appendix 2 Further clarification of rewards levels

Merits

Merits are highly sought after as they contribute to the House competition but must be fairly and consistently awarded. Merits must be entered on Engage. No more than 3 merits can be given for any one act/piece of work. Merits will refresh each half term.

Milestones	No. of Merits	Reward
Bronze Award	25	Verbal mention in House Assembly
Silver Award	40	Silver awarded in House Assembly - lucky dip
Gold Award	50	Gold awarded £5 tuck shop allowance from DH Letter of Achievement from DH sent home
Diamond Award	60	Diamond Badge awarded in termly Celebration assembly, Letter of Achievement from Head sent home
Exceptional achievement or behaviour		Letter from Head to the pupil

Heathfield Highflyers

Four times a year (twice in Michaelmas, once in Lent and once in Summer) teachers are asked to nominate pupils, who have produced outstanding work in their subject. The Academic team then decides on pupils who will receive this award. This is an opportunity for all pupils, especially the highly able, to receive praise and recognition of high achievement.

Appendix 3 Further clarification of Sanction levels

Code	Type of Behaviour (List not exhaustive)	Recommended Sanction	Action by
S1	<ul style="list-style-type: none"> • Low level chatting • silliness • lack of concentration • lateness to lesson or registration • uniform. • eye rolling or indirect rudeness 	Verbal Warning	Subject Teacher/ Tutor
S2-	<p>Persistent behaviour from Codes 1 or</p> <ul style="list-style-type: none"> • no homework submitted • reluctance to follow instructions after warnings • persistent low-level chatting • low level disruption • non-completion of class work • failure to bring equipment • rudeness to another pupil (not discriminatory) • low level misuse use of technology • significant lateness to lessons • phones out around school • chewing gum 	Behaviour point	Subject Teacher/ Tutor
S3	<p>Persistent Behaviour from Code 2 (3 behaviour Points in the term) or one-off incidents such as:</p> <ul style="list-style-type: none"> • inappropriate language • poor behaviour outside class i.e. water throwing, littering 	30 minute Head of Year Detention at lunch time.	Head of Year
S4	<p>Persistent Behaviour from Code 3 (9 Behaviour Points/ 3 HOY Detentions in a term) or one-off incidents such as:</p> <ul style="list-style-type: none"> • verbal rudeness to an adult (not discriminatory or insulting) • defiance to a member of staff • truancy (single lesson) 	2hr SLT Detention on Fridays after school/ Report Card.	SLT

	<ul style="list-style-type: none"> • bullying 		
S5a	Persistent Behaviour from Code 4- or one-off incidents such as: <ul style="list-style-type: none"> • smoking • vandalism to School property / graffiti • verbal rudeness or inappropriate language which is discriminatory or insulting • bringing the School's name into disrepute (low level) • bullying 	Fixed Term Internal Exclusion	Head/ Deputy Head
S5b	Persistent Behaviour from Code 5a or one-off incidents such as: <ul style="list-style-type: none"> • aggressive defiance • wilful vandalism to School property • premeditated or one-off assault on another student • inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic or sexual • threatening behaviours toward a member of staff • theft (depending on nature) • bringing the School's name into disrepute (high level) • substantial /aggregated bullying (final warning given at this point) • alcohol 	Fixed term external exclusion	Head/ Deputy Head
S5c	Persistent Behaviour from Code 6 or a one-off incident of; <ul style="list-style-type: none"> • possession of, or intoxication of illegal substances or dealing of any illegal substances • possession of an offensive weapon • serious and ongoing bullying • serious assault on a student or member of staff • extremely serious damage of property or building • sexual or indecent assault • serious threatening behaviour towards a member of staff • theft (depending on nature) • making a malicious allegation against a member of staff which could have jeopardised their employment • extremist behaviour. 	Permanent Exclusion	Headteacher

Potentially any one-off event deemed so serious that the inclusion of the student as part of the School is not compatible with good order and discipline.		
--	--	--