



The Heys School

POLICY NAME: Behaviour Policy including Suspensions and Exclusions

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1. AIMS

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how Students are expected to behave
- Summarise the roles and responsibilities of different people in the school community regarding behaviour management
- Outline our system of rewards and interventions

This policy should be read in conjunction with the school's safeguarding, anti-bullying and attendance policies.

2. LEGISLATION AND STATUTORY REQUIREMENTS

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

- Behaviour in school guidance, September 2022
- Special Educational Needs and Disability (SEND) Code of Practice, January 2021
- Searching, screening and confiscation, September 2022
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explains that academies should publish their behaviour policy and anti-bullying strategy online
- Keeping Children Safe in Education 2023. This policy is linked to the Safeguarding Policy

3. DEFINITIONS

Misbehaviours within the school can include the following:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lateness to lessons and or truancy

Serious misbehaviours within the school can include the following:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual harassment, means unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/ or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Physical or verbal abuse towards/against another student or member of staff
- Fighting
- Smoking/ vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, this is not an exhaustive list:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Lighters, Grinders and electronic cigarettes/vaping devices
 - 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 student)

4. 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
- Difficult to defend against

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Suspected incidents of bullying can be reported to any member of staff who will inform the pastoral team and the DSL as required.

These allegations will be investigated by our pastoral team through conversation, other sources of intelligence and using student statements. Following the investigation sanctions will be put in place and interventions introduced as appropriate for students involved and a bullying log will be opened.

5. ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Praising students for following school expectations
- Appropriately challenging any negative behaviour that would impact The Heys School's learning
- Adhering to the staff non-negotiables
- Providing interesting and challenging lessons
- Celebrating the achievements of all students
- Providing opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- Providing an environment in which students can learn teach and model positive behaviour
- Teaching respect by treating students with fairness and consistency
- Teaching interpersonal skills by promoting positive supportive relationships within their teaching groups
- Implementing the behaviour policy consistently
- Modelling positive behaviour provides a personalised approach to the specific behavioural needs of students
- Recording behaviour incidents on Class Charts
- Setting up useful, interesting and relevant work and homework if an absence from a lesson can be foreseen
- Avoiding confrontation, aggression, sarcasm, humiliation, personal comments about students and whole class punishments resulting from poor conduct of only some of the class

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, we may need to employ different strategies and make reasonable adjustments for those students who have Special Educational Needs and whose behaviour cannot be improved or managed by our routine strategies.

The school's special educational needs coordinator will evaluate a student 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 other external agencies, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/ carers to create a plan, share it with all staff working with the young person and review the plan on a regular basis.

Parents

What we ask of Parents/ Carers:

- To ensure their child's regular attendance and punctuality
- To encourage their child to bring the right equipment
- To ensure their child wears full school uniform according to the policy
- To co-operate with the school supporting their child in adhering to the principles of The Heys lesson and The Heys Way around school
- To keep the Head of Year/Form Tutor aware of any circumstances which may affect their child's learning and behaviour
- To maintain regular contact with the school through attendance at parents' evenings, and, as appropriate, through diaries, letters, reports and telephone calls

6. THE HEYS WAY IN LESSONS AND AROUND THE SCHOOL

The core expectation of The Heys School values is that students make the right choice about their behaviour. The model allows students to make the choice to change their behaviour and for staff to respond clearly and robustly when students fail to do so.

The successful implementation of this policy depends on full participation. Every member of the school community has a responsibility to ensure positive behaviour. This policy applies to all students whilst they are in school, travelling to and from school, in school uniform, and whilst participating in activities or events organised by or associated with the school.

There are core behaviours we expect to see from our students that are conducive to a safe and productive learning culture. All students and staff are expected to model and uphold The Heys School values in their behaviour and learning.

Students

Students are expected to:

- Arrive on time for school and lessons.
- Be prepared to work, with the correct equipment.
- Respect everyone and everything.
- Allow students to learn and teachers to teach.
- Put your hand up to contribute to learning discussions.
- Always display our Heys Child values.
- Behave sensibly in our community including walking to and from school.
- Move around the building sensibly.
- Line up for break and lunch and wait their turn.
- Place litter in the bins provided.

7. REWARDS AND INTERVENTIONS

Teachers praise the positive choices of students who show The Heys values of respect, kindness and determination. At The Heys school, a positive ethos and culture are created using verbal and non-verbal communication alongside public and systematic rewards (see appendix 1)

To create this positive culture and ethos within our school we praise in public and reprimand in private. When students do not meet our high expectations, all staff utilise a range of strategies to support them in making better choices (see appendix 2)

Staged Interventions

There is a tiered approach within lessons to proactively support students to make the right choices (see appendix 4). These are recorded on ClassCharts by the appropriate staff member on the same day the incident occurs. Staff will contact parents in accordance with school procedures. After-school sanctions are completed on Tuesdays and Thursdays to restore the staff-student relationship and reaffirm our high expectations of student behaviour. While there is no legal requirement for us to communicate with parents regarding after-school sanctions, we will always make every effort to communicate with parents as soon as possible via email, text message, or phone call for any after-school interventions.

We may use the Reflection Room in response to serious or persistent breaches of this policy. Students may be sent to the Reflection room, at the discretion of a senior leader, during lessons if they are disruptive, and they will be expected to complete the work provided.

Students who fail to attend detentions will be upscaled to an SLT detention for a duration of 1 hour. If they fail to attend an SLT detention, they will be placed into Reflection the next day and will still be required to complete the 1-hour detention.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, on the bus, on the way to or from school or while wearing the school uniform.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, as per the school's Child Protection Policy.

8. BEHAVIOUR MANAGEMENT

Everything we do at The Heys School is based on our values of respect, kindness and determination. Respect for others, respect for yourself and respect for your community. Being kind to others within our school community and showing a determination to realise greatness. Behaviour management in our school is focused on building positive relationships and stages of interventions for our students.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Show the Heys Way in lessons and around school
- Develop a positive relationship with students, which will include:
 - Meeting and greeting students in the morning/at the start of lessons
 - Establishing clear routines including at the end of lessons following school guidelines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Praising in public and reprimanding in private
 - Using positive reinforcement

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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
- Be recorded and reported to parents

Confiscation

Any prohibited items (listed under prohibited items) found in students' possession will be confiscated. These items will not be returned to students and will be either delivered to the police or disposed of safely by the school.

We will also confiscate any item, which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening of students are conducted in line with the DfE's latest guidance on searching, screening and confiscation. These include random searches and will only take place with a member of the senior leadership team present. All searches will be recorded on the schools' safeguarding reporting system, including whether an item was found or not.

Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's special educational needs coordinator will evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

Suspension and permanent exclusion

Most of the behaviour is managed in school however on occasion a student may be required to leave the premises and serve a suspension. There are a number of serious behaviours that prevent students from doing well and could result in a suspension or permanent exclusion by the head teacher. The following list provides some, but not all, examples of behaviours that could lead to a suspension or permanent exclusion:

- Repeated breaches of the school rules
- Physical assault and or verbal abuse of staff or students
- Bullying, in any form
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying / possession of an offensive weapon
- Use or possession of alcohol or any other mood-changing drugs
- Deliberate damage or theft
- Smoking/vaping in or around the building or while wearing a school uniform
- Gambling
- Bringing the school into disrepute

In cases where the student refuses to leave, an appropriate adult will contact parents and, if necessary, other agencies such as the police or social care.

Suspensions are at the discretion of the head teacher and will usually be no longer than 5 days.

The process for suspensions is as follows:

Up to five-day fixed-term suspension – parents are contacted by phone and a letter is sent home. In some cases, it may be beneficial to take the student home after contacting their parents. The matter is always fully discussed with the parents prior to the student's return to school in the "Reintegration" meeting with a senior member of staff. The suspension is recorded on the suspension file and the chair of the local Governing Body, and advisory board is notified. The LA may also be notified. Students are not sent home before the end of the school day unless contact with parents has been made. The Reintegration meeting is an opportunity to discuss and reflect on the incident that resulted in the suspension. Standards, expectations and further potential consequences are shared prior to the student returning to mainstream lessons. Students will spend time in the Reflection room after the suspension to work with a behaviour mentor to help support a smooth reintegration back into school

In the case of permanent exclusion, the head teacher will notify the Chief Executive, Local Governing Body/Advisory Board and the Local Authority immediately of:

- A permanent exclusion (including where a suspension is made permanent)
- Exclusions which would result in the student being excluded for more than 5 school days (or more than ten lunchtimes in a school term); and
- Exclusions which would result in the student missing a public examination or national curriculum test

For all other exclusions, the head teacher will notify the Local Governing Body/ Advisory Board and the Local Authority on a termly basis and give the reason for and duration of the exclusion

9. STUDENT TRANSITION

To ensure a smooth transition to the next year, information related to student behaviour issues may be transferred to relevant staff, where appropriate, at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools. Key staff have access to all attendance and behaviour points data.

10. TRAINING

Our staff are provided with training on managing behaviour, the Heys steps of intervention approach, the use of Class Charts and the Behaviour for Learning strategies as part of their induction process. All staff also receive regular updates during INSET days on best practices. Behaviour management will also form part of continuing professional development within the school.

A staff-training log can be found in our CPD records.

11. MONITORING ARRANGEMENTS

This policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

12. LINKS WITH OTHER POLICIES

This Behaviour Policy is linked to the Safeguarding Policy, Child Protection Policy and the Attendance Policy.

13. APPENDIX 1 – REWARDS

The Heys rewards	
Daily	<ul style="list-style-type: none"> • Positive points on ClassCharts • Verbal recognition • Stickers • Free breaktime pass • Most valued participant in lessons
Weekly	<ul style="list-style-type: none"> • Social media shout outs • Positive parental phone calls • Star of the week award • Free breaktime pass
Half termly	<ul style="list-style-type: none"> • Celebration assemblies • Celebration form rewards • Year team prize draws • Queue jump passes • 100% attendance prizes
Termly	<ul style="list-style-type: none"> • Certificates of progress and achievement • Reward trips • Recognition linked to the values of Respect, Kindness and Determination
Yearly	<ul style="list-style-type: none"> • Formal celebration events • Student leadership roles • Leavers assembly and Prom • Whole school events (Sports day) • Reward trips

14. APPENDIX 2 – BEHAVIOUR MANAGEMENT TOOLKIT

100% strategies	Framing language to discuss wanting 100% to do something. Use small percentages or numbers as a reminder can be tangible for students.
Whole class reset	3, 2, 1, Focus. Countdown to remind students when you want their attention
Tactical ignore	Provide whole-class instructions and ignore the deliberate behaviour by one student – pick this up privately later
Seating plans	A well-planned seating plan shows you are prepared and in charge of the class.
Positive framing	Positively frame any requests to assume the best in all of our students
Closed requests	Assume the request will be completed rather than asking. Use of “Thank you” rather than “Please”
Focus on primary behaviour	Always relate back to primary behaviour when giving a sanction. Don’t get side-tracked by secondary behaviours.
Redirection	Stopping a student getting focused on an issue by changing the choice and consequence
Regular communication home	Building a positive relationship with home can help improve behaviours within the classroom. Communication can also be positive
Consistency and fairness for all	All students are treated equally. This manifests itself in the common and consistent use of our stages of intervention.
Non-verbal proximity control	Using your presence to stand near any disruptive behaviours (e.g., tap on a student’s table).
Position for power	Ensuring that you are always in a position of power so that you can see the classroom and behaviours - even when speaking 1 to 1. Don’t turn your back on the room and reposition your seat if needed.
Student responsibilities	Giving students responsibilities in lessons can make them feel ownership and belonging to the lesson and class teacher.
Praising the desired behaviour	Making an explicit effort to praise the behaviour you want to see more of in lessons.
Be that as it may	A choice of language to redirect someone’s attention without necessarily agreeing with them.
When & Then	“When you have... (done a task/sorted a behaviour/etc), “Then you can (move onto next task/have the reward/etc).”

15. APPENDIX 3 - THE HEYS WAY IN LESSONS AND AROUND SCHOOL

<h3>THE HEYS WAY IN LESSONS</h3>  <h4>BE DETERMINED</h4> <ul style="list-style-type: none">✦ We arrive to lessons on time✦ We have the correct equipment✦ We complete the tasks set to the best of our ability <h4>BE KIND</h4> <ul style="list-style-type: none">✦ We are always polite✦ We do not discriminate and we respect individuality✦ We always take turns and allow others to contribute positively to the lesson <h4>BE RESPECTFUL</h4> <ul style="list-style-type: none">✦ We listen carefully to all instructions✦ We do not talk when others are talking✦ We are supportive of our own and others learning <p>REALISING GREATNESS</p> 	<h3>THE HEYS WAY AROUND SCHOOL</h3>  <h4>BE DETERMINED</h4> <ul style="list-style-type: none">✦ We always walk in a calm and orderly way✦ We always go straight to lessons without stopping to have conversations or waiting for others✦ We always use appropriate language <h4>BE KIND</h4> <ul style="list-style-type: none">✦ We always hold doors open for others✦ We always use please and thank you when speaking to others✦ We always respect the feelings and beliefs of others <h4>BE RESPECTFUL</h4> <ul style="list-style-type: none">✦ We always respect the personal space of others on the corridors or in the dinner queues✦ We always wear our uniform with pride✦ We always place litter in the bins provided <h4>OUTSIDE SCHOOL</h4> <ul style="list-style-type: none">✦ Be Determined: We always travel to and from school in a polite and courteous manner.✦ Be Kind: We show acts of kindness to our community.✦ Be Respectful: We always respect our community. <p>REALISING GREATNESS</p> 
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The Heys Steps of Intervention



Reminder

A Reminder of the Heys values of 'Respect' 'Kindness' 'Determination'

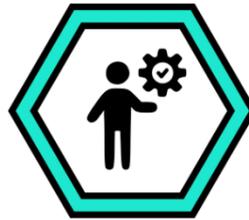
A reminder of The Heys expectations and conduct



Choice

A formal warning linked to our values of 'Respect' 'Kindness' 'Determination'

An opportunity for the pupil to reflect and make better choices



Action

A conversation with your teacher about correcting your conduct to make better choices and showing our values

A short restorative conversation with your class teacher at break or lunch



Penalty

An after school restorative meeting with your teacher to support you with correcting your conduct and showing our values

Every lesson is a fresh start!



Respectful Learning

Kind Learning

Determined Learning

17. APPENDIX 5 - HOSTING RESTORATIVE CONVERSATIONS

Research shows that a reparative approach to behaviour management empowers students and staff to agree on corrective choices to mitigate the likelihood of this negative behaviour reoccurring in the future. Therefore, all staff are expected to facilitate a conversation with the student when sanctions in the lesson have been issued to allow for both parties to better understand the actions and motivating factors behind the student's action. At all times, staff will refer to the school values to de-personalise poor choices and ensure consistency from one restorative meeting to the next. The following format will take place either as a verbal activity or as a writing then-review exercise.

What happened?	Both student and staff detail their experience of the situation and the event. There is a possibility here to explore what both parties were thinking and feeling during the event.
How did it impact on your own and others' learning?	Opportunity for students to reflect on their behaviour, as well as providing a prompt on the likely disruption caused to others' learning.
What do you need to do differently next time?	Reflection and focus on the next steps, to prevent and avoid this disruptive behaviour in the future. There may be specific outcomes or language that can be used in the event of an escalating issue in the future.
What can I do to help you with this?	Does the student need any additional support at this point?

There is no set time that this should take, and it is possible to work through these questions in a short space of time. Members of staff lead this interaction; however, it is important that following the restorative conversation that both parties leave knowing what will be done differently next time. On occasion, this may take longer to unpick, need a more nuanced approach or even another adult facilitating the conversation, to ensure both parties leave the conversation feeling empowered, cared for and respected.