



The Heys School

POLICY NAME: Behaviour Policy

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REVIEWER: Headteacher

Policy Document Version Control

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Related Policies:	Safeguarding / Child Protection Policy Anti-Bullying Policy Special Educational Needs & Disabilities (SEND) Policy Equality, Diversity & Inclusion Policy (Public Sector Equality Duty) Attendance Policy Staff Code of Conduct Home–School Agreement
Minor Revisions:	
Major changes	Added Reflection room (internal suspension) protocol to the policy
Full re-write	

Executive Summary for all stakeholders.

This Behaviour Policy sets out the school's commitment to creating safe, respectful, and inclusive learning environments across all schools. It explains the expectations for students, staff, and families, and how we promote positive behaviour through clear, age-appropriate routines, rewards, and consequences. The policy covers behaviour on-site, off-site, and online. It aligns with national guidance and legislation to ensure fairness, consistency, and safeguarding in our school.

Our approach prioritises teaching good behaviour explicitly and developmentally, supporting students with additional needs, and working in partnership with parents. Serious misbehaviour, including bullying and discrimination, is not tolerated. This policy ensures that every student, whatever their age or stage, can learn in a calm, supportive environment

Every student has the right to feel safe, respected, and to learn free from disruption. Staff use consistent and proportionate rewards and sanctions, alongside co-regulation and de-escalation strategies for younger students, and reasonable force where lawful and necessary. Students take responsibility for their actions in ways appropriate to their age, understanding, and developmental stage; families are engaged to foster strong and supportive relationships. Violence or threatening behaviour is not tolerated.

Aims

- create a positive behaviour culture that promotes excellent conduct so all students learn in calm, safe, and supportive environments
- establish a whole-school approach to maintaining high standards of behaviour, with the flexibility for age-appropriate routines and systems
- set clear expectations, rewards, and consequences that are applied fairly and consistently, and are developmentally appropriate for younger children
- define unacceptable behaviour, including bullying, discrimination, and child-on-child abuse, ensuring definitions are understood and taught in ways suitable for different ages and stages
- explain roles and responsibilities across the school community and how we monitor, evaluate, and improve behaviour systems, ensuring equity and inclusion for all phases

1. Scope

This policy applies to all to students when they are on school sites, on transport, on trips and visits, and when representing the school, including on the journey to and from school. It also covers online behaviour where it affects the school community.

2. Legislative and statutory framework

- Education and Inspections Act 2006 (s88–91: behaviour principles, headteacher powers, sanctions, behaviour outside school)
- Education (Independent School Standards) Regulations 2014 (Schedule: behaviour policy and anti-bullying)

- Equality Act 2010 and the Public Sector Equality Duty (eliminating discrimination; advancing equality; fostering good relations)
- SEND Code of Practice 0–25 (updated 2024) and NPQ for SENCOs (mandatory from Sept 2024)
- DfE Behaviour in Schools: Advice for headteachers and school staff (Feb 2024)
- DfE Searching, Screening and Confiscation: Advice for schools (July 2022, current)
- DfE School suspensions and permanent exclusions (updated Aug 2024, in force Sept 2023)
- DfE Mobile phones in schools (Feb 2024)
- DfE Use of reasonable force in schools (2013) – superseded from 1 April 2026 by 'Restrictive interventions, including reasonable force, in schools'.
- Keeping children safe in education (KCSIE) 2025 (in force from 1 Sept 2025)

3. Definitions

a) Misbehaviour

Misbehaviour refers to conduct that disrupts learning, school routines, or the wider school environment. This includes, but is not limited to:

(list isn't exhaustive)

- disruption during lessons
- inappropriate behaviour between lessons or while moving around the site
- poor conduct when travelling to and from school
- misbehaviour during social times (e.g. breaks, lunchtimes)
- non-completion of classwork or homework
- poor attitude to learning
- deliberate breaches of the school uniform expectations including school bags and phone pouches
- lateness to lessons or school, and truancy
- truancy

b) Serious Misbehaviour

Serious misbehaviour includes actions that pose greater risk to safety, wellbeing, or the school's orderly environment. This includes, but is not limited to:

- Intentional physical harm to another pupil (e.g., biting, kicking, hitting with objects)

(list isn't exhaustive)

- persistent or repeated breaches of school rules
- bullying, including cyberbullying
- sexual harassment or sexual violence
- prejudice-based incidents (e.g. racist, sexist, homophobic, transphobic, or disability-related)
- fighting, assault or other violent conduct
- verbal abuse

- threatening behaviour
- vandalism or theft
- smoking or vaping on school premises or in uniform
- possession or use of prohibited items, including:
 - knives or offensive weapons
 - alcohol
 - illegal drugs or drug paraphernalia
 - stolen items
 - tobacco, vape devices, or associated products
 - fireworks
 - pornographic images
 - any item reasonably suspected to be intended for use in causing harm, committing an offence, or disrupting school discipline

4. Roles and responsibilities

- LGCs: set behaviour principles; monitors impact; ensures compliance and publication
- headteachers: determine school measures consistent with this policy; communicate and apply them; ensure staff training; analyse data
- staff: model the school values; teach behaviour explicitly; implement rewards and consequences consistently; record incidents on the MIS (e.g. Arbor) the same day
- students: follow school rules and routines; uphold the values; treat others with respect; engage with support offered
- parents/carers: support behaviour expectations; keep the school informed of changes affecting behaviour; work with staff on interventions

Lawful Sanctions and Powers

- Teachers and all paid staff (unless the headteacher has stated otherwise) can sanction students whose conduct falls below the standard which could reasonably be expected of them
- The headteacher can extend the power to sanction students to non-paid members of staff, for example adult volunteers
- Staff can sanction students at any time that the student is at the school or elsewhere but under the charge of school staff, including on trips and residential
- staff can also sanction students in certain circumstances that fall outside of these conditions, namely when a student is identifiable as being from the school, when their behaviour has repercussions for the school (including threat to other students), and when the good reputation of the school or trust could be impacted
- sanctions are lawful if they are reasonable in the circumstances, proportionate to the circumstances and any special circumstances, such as age, SEND or religious requirements, have been considered

All sanctions across the school must take account of age-related expectations, ensuring that individuals are supported to learn routines and behaviours through modelling, practice and adult guidance.

Corporal punishment by school staff is illegal in all circumstances.

Legislative References:

- Education and Inspections Act 2006: Sections 89 (Headteacher duties), 91 (discipline outside school), 93 (reasonable force)
- Equality Act 2010: Section 149 (Public Sector Equality Duty)

KCSIE Alignment:

- Part one, paras 11–12: policy must include measures to prevent bullying and clarify staff responsibilities
- Part one, paras 30–33: child-on-child abuse context
- Excerpt from DfE 'Behaviour in Schools': 'Schools have the power to impose disciplinary penalties on children/students whose conduct falls below the standard which could reasonably be expected of them.'

5. Behaviour culture and curriculum

Each school will teach a behaviour curriculum that sets out routines and social norms (e.g. greeting, lining-up, movement, equipment, work completion, respectful talk, digital conduct). Schools may use local branding (e.g., 'The Heys Way') within the framework.

Equality and Inclusion

The school is committed to promoting equality, diversity, and inclusion in all aspects of behaviour management. We ensure:

- fair and consistent application of rules and sanctions, with monitoring for disproportionality
- reasonable adjustments for students with SEND or other protected characteristics
- cultural sensitivity and respect for individual differences
- staff training on unconscious bias, inclusive practice, and trauma-informed approaches
- our goal is to create an environment where every child/student feels valued, respected, and supported to succeed

a) Rewards/Interventions

Our school uses frequent verbal/non-verbal praise; This may include (this list is not exhaustive)

- positive points on Arbor
- postcards/calls home
- certificates
- assemblies
- leadership roles
- reward events/trips
- parental/carers meetings
- targeted interventions

b) Sanctions

Our school uses proportionate and graduated responses. This may include (this list is not exhaustive)

- Reminders
- sanctions recorded
- detentions (break/lunch/after school)
- report cards/pastoral support plans
- reflective/restorative conversations
- internal suspension
- fixed term exclusion (suspension)
- targeted interventions
- permanent exclusion (see section 14)

Removal from lesson

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Reflection room (internal suspension)

1. Purpose: The Reflection Room is a designated, supervised space used to support pupils in addressing behaviour concerns, completing restorative tasks, and preparing for a successful reintegration into the wider school community.

2. Placement in the Reflection Room: The school may require a pupil to complete a period in the Reflection Room where their behaviour warrants removal from mainstream lessons. This includes, but is not limited to, serious breaches of the behaviour policy or circumstances where continued presence in lessons would disrupt learning or compromise safety.

3. Structure of the Reflection Room Day: Pupils placed in the Reflection Room will complete a full school day, operating from 9:00 am to 4:00 pm. Break and lunchtime will also be taken within the Reflection Room to ensure separation from the main student body.

4. Conduct Expectations: Pupils must meet all behaviour expectations while in the Reflection Room. Any failure to do so may result in the pupil being re-entered to complete an additional day.

5. Reintegration Following Suspension: All pupils returning from suspension will complete one full day in the Reflection Room as part of the school's reintegration process. This requirement ensures

a structured return, provides an opportunity for reflection, and supports pupils in re-establishing positive behaviour before rejoining lessons.

Restorative Practices

The school promotes restorative approaches to behaviour management. These practices focus on repairing harm, rebuilding relationships, and fostering accountability rather than relying solely on punitive measures. Restorative strategies include:

- reflective conversations between staff and students after incidents
- restorative meetings involving children/students, staff, and families where appropriate
- reintegration plans following suspensions or serious incidents to support a positive return
- encouraging empathy, understanding impact, and agreeing on steps to make amends

These approaches complement sanctions and aim to reduce repeat incidents, strengthen community, and improve long-term outcomes.

The school will apply sanctions proportionately and in line with statutory guidance.

6. Malicious allegations

- proven malicious allegations made against staff will result in appropriate and proportionate sanctions
- safeguarding procedures will be followed in all cases, ensuring child/student welfare remains central
- staff involved will receive pastoral support, in accordance with school and Trust HR policies
- records will be kept in line with relevant safeguarding and data protection requirements

7. Searching, screening and confiscation

- headteachers and authorised staff may search a student/possessions where reasonable grounds exist for prohibited items or items banned in school rules. This will be in line with up to date DfE guidance. (see section 9 of this policy)
- screening (e.g., metal detector/wanding) may be used for safety when appropriate
- prohibited items are confiscated; age-restricted items (e.g., vapes, alcohol) are not returned to students; police liaison where appropriate
- electronic devices: staff may examine data if reasonable grounds suggest material that could cause harm or form part of an offence, following guidance
- searches are recorded; DSL involved where safeguarding risks arise; parents informed as appropriate

8. Mobile phones: see separate mobile phone policy

9. Use of reasonable force and restrictive interventions

Legal status of this section

This section constitutes the Trust's policy on the use of restrictive interventions, including reasonable force and seclusion, in accordance with Section 93 and 93A of the Education and Inspections Act 2006, the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, and the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools (April 2026).

All staff must have regard to this policy and ensure that local procedures fully reflect these statutory duties.

- force is a last resort to prevent injury, crime, serious property damage or serious disruption; never as punishment
- minimum force for minimum time; maintain safety and dignity; record and report to parents
- from 1 April 2026, schools will meet new statutory duties to record each significant use-of-force incident and report to parents; trusts will analyse data to identify patterns and support staff training
- staff receive training in de-escalation and approved techniques; individual plans identify strategies for children/students with heightened risk (e.g., SEND)

A "significant incident" refers to any use of force that goes beyond appropriate physical contact as defined in the DfE guidance (April 2026). This includes instances where physical force is used to implement a non-physical restrictive intervention.

From 1 April 2026 – statutory recording and reporting requirements

In accordance with the DfE's *Restrictive interventions, including use of reasonable force, in schools* (effective 1 April 2026), the Trust and all schools must:

- record every significant incident involving the use of force on the Trust-approved system on the same day where practicable and include whether the pupil has an identified special educational need or disability, including their SEN status code
- a brief account of what led up to the incident, including identified or potential triggers, and any preventative or de-escalation strategies attempted
- details of what type of reasonable force was used and the degree of force applied
- inform parents/carers as soon as reasonably practicable after each significant incident
- following every significant incident, schools must hold a follow-up conversation with involved pupils and staff to support wellbeing, reflection and relationship repair. These should ideally be facilitated by a staff member not involved in the incident

- students who witness a restrictive intervention must also be offered appropriate support
- where appropriate, students and staff should receive medical assessment and treatment as soon as possible after the incident
- ensure that all incidents involving restrictive interventions or seclusion are logged, monitored, and analysed termly for patterns, disproportionality, and safeguarding concerns
- ensure leaders review incidents as part of routine quality assurance and report summary data to the Trust Board

Recording and Reporting Seclusion (Statutory Requirement)

Seclusion must only be used as a safety measure when a student is experiencing high levels of emotional or behavioural dysregulation and presents an immediate risk of harm. It must never be used as a disciplinary response or as a threat of punishment.

All uses of seclusion must be recorded in line with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) Regulations 2025.

Records must include:

- names of student and staff involved
- time, date, location and duration
- the assessed reason for seclusion
- SEN status code
- any injuries and medical treatment

Parents/carers must be informed as soon as practicable and no later than the same day unless doing so is likely to result in serious harm.

10. Bullying, prejudice and child-on-child abuse

- we do not tolerate bullying (including cyber) and prejudice-based incidents (e.g., racist, sexist, homophobic, biphobic, transphobic, faith-based, disability-based)
- we have clear reporting routes; timely investigation; support for victims; proportionate sanctions for perpetrators; logged and monitored
- child-on-child sexual harassment/violence: follow KCSIE; DSL leads risk assessment and response; never ignore; consider police/children's services referrals

11. Responding to children/students with SEND and additional needs

- the school is committed to ensuring behaviour systems are fair, inclusive, and responsive to the needs of children/students with SEND and other additional needs. Key principles include:
- making reasonable adjustments so that students with SEND or protected characteristics are not disadvantaged by behaviour expectations or sanctions

- ensuring responses to behaviour are differentiated, proportionate, and informed by an understanding of individual need
- involving the SENCO in reviewing provision, advising on adjustments, and monitoring the impact of interventions
- engaging external agencies where specialist support or assessment is required
- implementing behaviour support plans, risk reduction plans, and other personalised strategies where appropriate
- following a graduated approach (Assess–Plan–Do–Review) to ensure support is targeted, evidence-based, and regularly evaluated

12. Suspensions, permanent exclusions, managed moves and off-site direction

The school will follow the DfE's *Suspensions and Permanent Exclusions* statutory guidance (latest version)

- used lawfully, reasonably and fairly as a last resort, considering context, evidence and proportionality
- parents notified without delay; work set and marked for first 5 school days; suitable education from day 6 of a suspension
- governance and LA notifications in line with statutory guidance; IRP arrangements for permanent exclusions
- managed moves/off-site direction may be used to support students where appropriate; reintegration planning is essential
- a headteacher may cancel (rescind) a suspension/permanent exclusion before the governing board meets; if so, parents, the governing board and the LA (and where relevant the social worker and VSH) must be informed

The school will follow the Department for Education's statutory guidance *Suspensions and Permanent Exclusions* (latest version). Suspensions and exclusions will only be issued where the statutory legal tests are met: (1) there has been a serious breach or persistent breaches of the school's behaviour policy, and (2) allowing the student to remain in school would seriously harm the education or welfare of the student or others.

All decisions will be lawful, reasonable, fair and proportionate, taking into account safeguarding, contextual factors, Equality Act 2010 responsibilities and reasonable adjustments for students with SEND.

Schools will meet all statutory notification requirements, including informing parents, the governing board, the local authority, and where relevant the student's social worker and Virtual School Head, in accordance with DfE guidance. Governing boards will fulfil their statutory duties in reviewing suspensions and exclusions at the required thresholds as set out in the DfE guidance.

Schools will implement reintegration processes following suspensions, consistent with statutory expectations, and will maintain accurate records of all suspensions and exclusions. The Trust will monitor exclusion data across its schools and ensure compliance with statutory requirements. Independent Review Panel processes will be followed in all cases of permanent exclusion.

13. Safeguarding links

- the behaviour policy operates within a wider safeguarding framework.

Specifically:

- it is aligned with the school's Child Protection and Safeguarding Policy
- staff must know how to identify and report concerns, including recognising when challenging behaviour may be a symptom of wider safeguarding needs
- all concerns must be shared promptly with the Designated Safeguarding Lead (DSL) or a Deputy DSL
- staff must record concerns on the school's approved safeguarding system, following internal reporting procedures
- safeguarding considerations must inform decision-making around sanctions, support, and any escalation

14. Data, monitoring and evaluation

- School maintains accurate behaviour data (rewards, sanctions, detentions, removals, searches, confiscations, suspensions, exclusions)
- leaders must routinely review restrictive intervention data to assess patterns, disproportionality, SEND impact and effectiveness of support plans
- leaders analyse data termly for trends and disproportionality (e.g., protected characteristics, SEND, year groups) and act to address inequities

15. Training

The school ensures that staff are equipped with the knowledge and skills required to uphold a strong behaviour culture.

Training includes:

- behaviour expectations and culture
 - daily routines and consistency
 - sanctions and responses to misbehaviour
 - safeguarding and reporting concerns
 - reasonable force and de-escalation principles
 - searching, screening, and confiscation
 - mobile phone expectations
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- ongoing CPD to refresh and develop effective practice across the year
 - specialist training for pastoral and behaviour teams, including areas such as de-escalation, trauma-informed approaches, restorative practice, and supporting children/students with SEND
 - regular review of training needs to ensure provision remains compliant and aligned with emerging guidance

