



Heathfield Knoll School

This policy is supported and complemented by the following policies:

- Acceptable Use of ICT
- Anti-bullying / child-on-child
- Anti-Racism
- Attendance
- Complaints
- Curriculum
- Equal Opportunities
- Online Safety
- Preventing Extremism & Radicalisation
- Positive handling
- Safeguarding & Child Protection
- Substance Misuse
- Supervision

Key personnel:

Headteacher	Lawrence Collins
Deputy Headteacher	Emma White
Assistant Headteacher, Head of Connect	Jane Cain
Assistant Headteacher	Chris Rawles
SENCo	Jodie Bond
Key Stage Leads	Rowena Sterry, Lisa McLaurie, Emma Edmonds, Charlie Pollard
Head of Wellbeing	Teresa Stooksbury
Head of EYFS	Celia Swain

This document is reviewed at least annually by E.White, Deputy Headteacher or as events change or legislation requires. This is then approved by the Governing Board.

The Governors have the skills to support and advise the school in its decision making.

Reviewed July 2026
Updated July 2026
Next review due: June 2027



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1. Positive Behaviour Values

At Heathfield Knoll School, high standards of behaviour create the conditions for every pupil to thrive. Our behaviour ethos is rooted in **positive reinforcement, respectful relationships**, and **consistency across all age groups**.

We use the word **PRIDE** to express the five core values we expect every pupil to uphold, from Early Years to Sixth Form and Connect.

We show PRIDE:

- **P** - Politeness
- **R** - Respect
- **I** - Integrity
- **D** - self - Discipline
- **E** - Effort

These values are actively taught, modelled and recognised in our classrooms, across the school site, and in the wider community. We expect all pupils to act with **PRIDE** in their behaviour, learning, and relationships.

We foster a proactive culture in which minor issues are addressed early and constructively. Every member of the school community contributes to a positive, safe, and inclusive environment.

2. Pupil Code of Conduct

Heathfield Knoll School operates as a respectful and collaborative partnership between pupils, staff, families and governors. Pupils are expected to engage positively with school life, both in person and online.

Pupils must:

- Be **punctual**, ready to learn, and focused
- Wear appropriate uniform or dress code with pride
- Follow instructions calmly and courteously
- Treat others with **kindness and respect**
- Take care of their learning environment and school property
- Uphold the values of **PRIDE** at all times

Bullying, harassment, or unkindness are never tolerated. Our **Anti-Bullying** and **Equal Opportunities** policies support our commitment to ensuring that every member of our community feels safe, respected, and valued.

Mobile Phones and Electronic Devices

To support a safe, focused, and respectful learning environment, pupils are not permitted to use mobile phones or other personal electronic devices during the school day.

- Mobile phones must be handed in at form time or to the Reception on arrival
- Pupils must not use mobile phones, smartwatches, earbuds, headphones, or similar devices during lessons, break times, lunch times, or while moving around the school site.
- The use of electronic devices to photograph, record, or share images, videos, or audio on school premises is strictly prohibited unless permission has been granted for educational purposes.
- Any device seen, heard, or used without permission may be confiscated and returned in line with the school's procedures.
- The school may search, screen and confiscate items in accordance with its statutory powers and the Department for Education's current [Searching, Screening and Confiscation guidance](#). Searches will be carried out with due regard to safeguarding, the individual circumstances of the pupil and any relevant SEND or other needs.
- Repeated breaches of this policy may result in further sanctions in accordance with the school's behaviour policy.
- Reasonable adjustments and exceptions will be made where the use of a device is required for medical, safeguarding, or other approved reasons.

3. Behaviour Management: Roles and Responsibilities

Positive behaviour is everyone's responsibility. We maintain clear routines, restorative relationships, and high expectations at all levels.

- **All staff** are expected to model the behaviour we wish to see, respond consistently, and support pupils in making good choices.
- **Form Tutors or Key Workers** provide daily pastoral oversight and address emerging concerns early.
- **Key Stage Leads** and **SLT** provide additional support, oversee serious incidents, and ensure fair and strategic implementation of this policy.

All behaviour incidents, rewards, and interventions are logged on **SchoolBase (Daybook)** and reviewed regularly to identify patterns, intervene early, and support each pupil's development.

Restrictive Interventions

A formal detention is a disciplinary measure and is not, in itself, a restrictive intervention. Seclusion is a non-disciplinary intervention in which a pupil is confined away from others and prevented from leaving. The use of a calm space, cool-off room, corridor or other separate area is therefore not automatically seclusion; the purpose of the intervention and whether the pupil is prevented from leaving must be considered. Schools must make a written record, as soon as practicable and should endeavour to do so on the same day, of incidents of seclusion or restraint and significant incidents involving the use of force.

Records should include the information required by current DfE guidance relevant to the type of intervention used, including the individuals involved, the pupil's relevant needs and SEN status, the time, date, location and duration, the reason the intervention was considered necessary, any relevant de-escalation or preventative strategies, details of force used where applicable, any injuries and post-incident support. Parents should be informed as soon as practicable, unless doing so would be likely to result in serious harm to the pupil; where there is no parent to whom the incident can safely be reported without resulting in significant harm, the incident must be reported to the relevant local authority.

4. Inclusive Behaviour Support and SEND

We recognise that behaviour is a form of communication and that pupils may express emotional, sensory or communication difficulties through their behaviour.

Our approach to behaviour support is rooted in **inclusion, understanding** and **high aspirations** for all pupils, including those with:

- Special Educational Needs and Disabilities (SEND) or a SEND profile
- Trauma backgrounds or mental health needs

We use developmentally appropriate, personalised strategies that may include:

- Visual schedules and task boards
- Sensory regulation spaces and breaks
- Safe, calm de-escalation zones
- Co-regulation with trusted adults
- Personalised support plans and parental involvement

We aim to ensure **consistency with flexibility**, recognising when behaviour stems from unmet need.

5. Positive Recognition and Rewards

We celebrate positive behaviour, kindness, and effort through a variety of age-appropriate systems.

5.1 EYFS and Juniors

- Class Dojo points leading to badges and rewards
- Celebration assemblies
- Headteacher certificates
- Praise postcards and positive contact home

- Recognition in newsletters and on social media

5.2 Seniors (Years 7–11)

- House Points awarded for effort, conduct, service, and achievement
- Weekly recognition in form time and assemblies
- Key Stage Stars and Headteacher awards
- Termly house totals and the annual House Cup

5.3 Sixth Form

- Headteacher awards - each term.
- Annual academic and service-based prizes.

Our reward systems promote **PRIDE** and reinforce a culture of appreciation and excellence.

6. Restorative Practice and Sanctions

Our approach is restorative and proportionate. Staff are encouraged to use calm conversations, early intervention and reflection before applying formal consequences.

Where needed, the following steps may be used:

- Informal discussion or restorative conversation
- Loss of break or lunchtime privilege
- Focus or homework card
- Removal from a lesson for reflection
- Internal exclusion with structured support
- Fixed-term exclusion or, in rare cases, permanent exclusion

All incidents are logged on SchoolBase. SLT and Key Stage Leads monitor trends and ensure all consequences are applied fairly and in line with our inclusive approach.

7. Focus Cards and Report Systems

Behaviour improvement tools include:

- Focus or report cards, shared with home daily or weekly
- Lesson-by-lesson feedback on effort, behaviour, and engagement
- Regular check-ins with Key Stage Leads
- Clear praise and goals to guide progress

These tools promote accountability and strengthen home-school collaboration.

8. Exclusion

Exclusion is a last resort and is used only when behaviour places others at risk or when all other interventions have been exhausted.

- Only the **Headteacher** (or Deputy in their absence) can authorise exclusions.
- Internal exclusions may be used for short-term support or de-escalation. Pupils returning from fixed-term exclusions attend a reintegration meeting with a clear plan for moving forward.

All exclusions follow **DfE statutory guidance**, and parents have the right to appeal.

9. Allegations and Physical Intervention

All safeguarding concerns, including any malicious allegations, are investigated in line with the school's safeguarding policy.

Physical intervention is used only to prevent harm, and only as a last resort. All such incidents are recorded, reported, and reviewed.

10. Monitoring and Evaluation

We monitor behaviour regularly through:

- Pastoral meetings
- Behaviour data on SchoolBase
- Feedback from pupils, staff and families

The Senior Leadership and Pastoral Team reviews this policy annually to ensure it remains effective, inclusive, and aligned with our school values.

11. Final Statement

Our school values of **Enrich, Challenge, Prepare** guide our vision for learning. The **PRIDE** values guide our expectations for behaviour.

Together, these principles help us create a community where every pupil is **safe, supported**, and able to thrive.

12. Amendments to the policy

28/07/22	Updates and staff changes	E. White
17/01/23	Searching, screening, and confiscation updates (Removed????)	T. Stooksbury
22/03/23	Staff role changes	T. Stooksbury
15/07/23	Updates -terminology	H. Griffiths/E. White
27/03/2024	Changes Local Advisory Board to Governors	T. Stooksbury
03/09/24	Updated	E. White
29/09/24	Early Years specific text added to Appendices	L. Collins
07/10/24	Company name change	T. Stooksbury
28/06/25	Rewrite to support the Positive Behaviour Approach and inclusion	E. White
16/06/26	Updates in red	T.Stooksbury
03/07/26	Updates in red	E. White