



BEHAVIOUR & DISCIPLINE

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Purpose, Values and Aims of Highfields School

Our Core Purpose

To be an inclusive, happy community that values every individual and inspires them to achieve their full potential.

Our Values

Inclusion, fairness and equality
Respect and tolerance
Celebration of achievement
Personal reflection, honesty and mutual trust
Care for our environment

Aims – to achieve our core purpose and values we aim to:

- Respect all students and staff as individuals
- Celebrate diversity and promote equality
- Provide appropriate levels of challenge
- Develop understanding and enjoyment of learning
- Support and encourage individuals to make a valuable contribution to society
- Be a reflective school seeking continuous improvement
- Play an active part in our community
- Nurture physical and emotional well being
- Promote a happy, safe and stable environment



1. Summary

- The policy describes Highfields School's strategy for dealing with behaviour issues within the school – an inclusive approach where every student matters and where our approach to discipline concentrates on a respect for the rights of the individual.
- The policy describes the framework of disciplinary procedures to be applied consistently in order to ensure a balance between 'incentives and sanctions'.
- It identifies the sanctions and incentives which are applicable during the school day and when students are off school premises.
- The responsibilities of staff in implementing this policy are listed. These responsibilities include a corporate and positive approach with shared responsibility for standards and behaviour.

2. Purpose

To interpret legislation, directives and advice about student behaviour for Highfields School.

Our Behaviour and Discipline policy operates within the context of our core purpose, values and aims. It is informed by our values and aims, and is essential to our success in achieving them.

3. Scope

This document applies to all students in school.

4. Implementation

4.1 Principles

This policy reflects and supports our school aims and an inclusive view of education where every student matters and where we attempt to treat all as individuals with equal value and equal opportunity, with equal responsibility for the social and physical environment of the school.

We are all part of a community and the basis of our Behaviour Policy is to show respect for others.

This means that we will:

- Respect other peoples' feelings
- Respect the uniform code of the school (as set out in Uniform Guidance booklet)
- Respect others' cultural heritage
- Respect differences of sexual/gender orientation
- Respect other peoples' point of view and beliefs
- Use appropriate language
- Wherever possible solve disagreements amicably
- Respect other peoples' property, equipment or work
- Respect the school buildings and grounds

We believe that it is only through being valued themselves that our students will learn to value others.

All adults in the school, therefore, undertake to listen to and treat with respect the views of students.

We believe that promoting the right to be heard and be part of the democratic process is part of our responsibility to our students. We will, therefore, work to provide quality opportunities for students to model citizenship by taking on responsibilities and make decisions, within school and out in the community.

When dealing with any incident the school will seek to ensure that it is investigated thoroughly by an appropriate member of staff and that sanctions are applied fairly. It is acknowledged that similar offences may require different sanctions depending on the severity of the offence, the circumstances in which it occurred and the age, circumstances and needs of the student.

4.2 Disciplinary Framework

Students are expected to be physically and emotionally prepared to work when they arrive at the beginning of the school day. Form tutors, being the first point of contact of the day, will monitor the uniform (Appendix 8.2.1), punctuality, attendance, behaviour and effort of their students, challenging those who don't meet the expected standards.

Consequence and Rewards procedures which will be applied consistently by staff to managing the behaviour of students by balancing 'reward and sanction'. We aim to reward much more than we use sanctions, as a way of recognising and reinforcing the good behaviours that we expect. Our Consequence and rewards system works on a graduated system.

Reward 1: R1

A first reward will be given for things such as **positive** contributions in lessons, demonstrating positive actions in focus weeks such as wearing the correct uniform; having the correct equipment or for taking part in House events.

Reward 2: R2

A second reward is issued for **praiseworthy** work, effort or behaviour. For example taking part in extra-curricular clubs or activities or making other praiseworthy contributions to the school community. Parents/carers will be notified by an InTouch message.

Reward 3: R3

A third award is given for **exceptional** hard work or effort demonstrated in lessons, homework or in exceptional contributions to the school community. Parents/carers will be notified by an InTouch message.

In Years 7 and 8 students complete credit sheets. One completed credit sheet is worth an R3.

Reward 4: R4

A fourth reward is issued for a **consistently high standard of work over a prolonged period**. It rewards significant effort or progress over time or a positive contribution over a prolonged period to the school community. Parents/carers will be notified by an InTouch message.

Reward 5: R5

A fifth reward is a special recognition for outstanding contributions to school life awarded by the Headteacher.

Highfields Heroes (5Rs)

In addition to the five categories listed above students in Years 7 and 8 work to achieve recognition of their independent learning skills through completion of the “Highfields Heroes” cards. When all five different cards are completed students receive an R5 from the Headteacher to celebrate their outstanding achievement.

At Highfields we recognise that on occasion things can go wrong and have a clear, graduated consequence system for responding to inappropriate behaviour.

Consequence 1: C1

A verbal warning is given. This is a warning for students to modify their behaviour. It is given for actions such as inappropriate talking, interrupting a teacher or moving out of their seat without permission.

Consequence 2: C2

A C2 is given when a student continues with their inappropriate behaviour despite receiving a clear warning. This sanction is recorded electronically and is kept on the student’s record. Forgetting homework will result in a Teacher Detention – 30mins after school at the next available date (Tuesday-Friday [inclusive]).

Consequence 3: C3

If the inappropriate behaviour outlined above still continues this will trigger an ‘on call’ withdrawal from class in order to safeguard the education of other students. This involves time in seclusion of up to two lessons, thus allowing the student time to modify their behaviour and reflect on the reasoning for their withdrawal. A detention of one hour will be issued for the next available date (Tuesday-Friday [inclusive]) commencing at 3.20 with a member of the senior leadership team.

A C3 one-hour detention will be issued for students failing to attend a teacher detention.

Consequence 4: C4 – Seclusion

This is when a student works away from their peers in the seclusion base for a longer time. They will have a different lunch and break time to the other students. This consequence is used when students do not attend senior detentions or are involved in serious behaviour incidents. Seclusion is an attempt to avoid suspension. Seclusion also ensures the wellbeing and a right to education of all of our students is safeguarded. It is a form of intervention, allowing a student to reflect and modify their behaviour with input from key pastoral staff within the school.

A C4 seclusion will be issued when a student fails to attend a C3 detention. This will result in a part day withdrawal as well as completion of the C3 detention on the next available evening.

Please see Appendix 8.2.2 ‘Behaviour Flowchart’

Extremely poor behaviour may also lead to **suspension** from school.

Suspension:

The school would make a suspension in line with DfE guidance which can be accessed from the Department for Education guidance. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against an adult
- Repeated failure to follow the code of conduct
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

The profile of the School in the community is important to us and students' behaviour to and from school is expected to be consistent with the standards demanded by school during the school day. The Headteacher will take action against those students whose behaviour on the way to and from school brings the name of the school into disrepute.

Similarly, students on school trips or engaged on school activity off the school premises are expected to behave according to the school's standards.

Students' behaviour online must also reflect the school's ethos and standards and action will be taken when online behaviour disturbs the order of the school, and / or the safety and happiness of other students.

For those students whose behaviour may not meet the school's expectations, inclusion, seclusion and suspension may be used to remove them from their normal school activity for a period to bring home to them the seriousness of their misbehaviour and enable staff to work with them in order that their behaviour may be improved.

All incidents at Highfields will be dealt with restoratively to support both victim and perpetrator in reflecting on incidents and considering a path forwards. Key staff in school are trained in restorative practices and will always attempt to deal with incidents in this way.

The classroom is a place of learning, therefore:

- Students should be punctual to all lessons
- Students should bring the correct equipment to all lessons
- Should complete all homework set to the best of their ability (see T&L Policy for additional information)
- Students should fully follow all instruction at all times
- Students should aim to follow the 5Rs – in particular to be responsible learners by working to the best of their ability, working well as an individual and with others, listening to others
- Students should ensure their actions do not negatively impact on the learning of others
- Answering back or arguing will not be accepted

We take pride in the high quality of our school environment and expect students to:

- Respect the school buildings and grounds
- Keep within the school boundaries
- Use correct entrances and exits
- Be considerate when moving around site, following the 'one-way system'
- Not bring drinks cans or chewing gum onto site
- Not to amplify music from personal devices

Student safety is paramount and it is expected that:

- Students should always act in a sensible and safe way when on site
- Students must not bring any object, implement or material into school which could compromise the safety of others. The school may confiscate any object which either compromises the safety of others, is banned or deemed inappropriate for school
- The misuse of all prescription and non-prescription drugs will lead to sanctions being applied with reference to national guidance on suspensions and as per the school's Drugs Policy
- If required staff may use reasonable force to prevent students injuring themselves or others
- A staff member, at the request of the Headteacher, may search a student if it is believed they are in possession of an item which is illegal or may affect the safety of themselves or others

Respect and Tolerance is central to our ethos and as such:

- Bullying in any form will not be tolerated in our community and will be dealt with according to the severity of the incident as per the school's Anti-Bullying Policy
- Racism in any form will not be tolerated in our community and will be treated as a serious breach of our Code of Behaviour as per the school's Equalities Policy
- Sexism or discrimination on the grounds of sexual/gender orientation will not be tolerated in our community and will be treated as a serious breach of our code of behaviour

We recognise that online behaviour is just as important as offline behaviour and as such it is expected that with regards to online behaviour:

- Students will abide by the school's ICT Agreement
- Students will only use mobile devices in school during break, lunch or if asked to by a teacher in lesson
- Students will communicate with staff and peers in an appropriate manner
- Students will be respectful of other peoples' feelings, cultural heritage, differences of sexual/gender and points of view or beliefs, in any online interactions with other students. Students will not bring the school into disrepute

Students often represent the school when off site and it is expected their behaviour will remain of a high standard. When dealing with an 'out of school' incident, students may be disciplined for misbehaviour when:

- Taking part in any school-organised/school-related activity
- Travelling to or from school
- On a school bus
- Wearing school uniform or are in some way identifiable as a student at the school
- Their behaviour could have repercussions for the orderly running of the school
- Their behaviour could adversely affect the reputation of the school
- Their behaviour poses a threat to another student or a member of the public

- When on study leave

Wherever possible students should be given choices and the opportunity to improve their behaviour. If a student does fail to follow the rules of the school a proportionate sanction will be put in place. No list of sanctions can take account of every eventuality, however the following provides an indication of the type of actions which the school may employ in order to maintain our high standards:

- C1 Verbal Warning
- C2 Second Verbal Warning
- Move student within the classroom
- C3 Removal from class
- C3 After School Detention (C3 or Teacher detention)
- Increased supervision at break and lunchtime
- Graduated report card
- Parents contacted
- Loss of privileges
- Confiscation of item(s)
- School based community service task - Missing breaks / lunchtimes
- Seclusion
- Students will clean, repair, pay for or replace anything which is damaged
- Arrangements may need to be made for students on trips to be returned home early
- Students may be banned from further trips and visits for a fixed period

Suspensions

The ultimate sanction available to the school is the suspension of students. The Headteacher will use this only when:

- the learning or personal safety of other students is at risk;
 - a student shows extreme defiance towards the authority of members of staff;
- Or:
- When unacceptable behaviour continues despite the efforts of staff and the imposition of other sanctions.

4.3 Support to Improve Behaviour

We recognise that behaviour can signal an unmet need, that children make mistakes and that behaviour can be improved and corrected. A variety of support is available in school to enable a student who has not met the school's expectations to improve behaviour so that it becomes consistent with the standards expected in school. These methods of support can include:

- Meeting with appropriate staff to discuss behaviour and ways to improve it – this may be a 'one off' meeting following an incident or a more regular programme of mentoring
- Parental involvement
- Being placed on the graduated school report
- Input from the Year Team – for example to provide mentoring, a modified curriculum, or a specialised course, such as anger management
- Input from Special Education Needs department, and / or associated agencies, such as CAMHS or Educational Psychologist
- Involvement of external agencies such as MAT team, Police / Youth Offending team

See appendix 8.2.2 - Behaviour Intervention Pathway

4.4 The Legal Framework

This policy has been written within the appropriate legal framework, namely:

- Since 1 September 1998, all maintained schools must have a written policy for discipline agreed by the Governors, together with procedures for implementing it (School Standards and Framework Act 1997)
- Schools are required to cooperate in local strategies with other agencies to prevent youth offending (Crime and Disorder Act 1998)
- Schools have a clear authority to detain children at the end of a session provided parents are given 24 hours written notice (Education Act 1997)
- Schools have clear responsibilities under The Human Rights Act 1998 to respect the rights of individuals to education, a fair hearing, to freedom of thought, conscience and religion, privacy and family life, property, freedom of expression. Schools also have a responsibility under this Act to prohibit discrimination on the grounds of sex, race, disability or other status
- In the case of a serious breakdown of discipline the Headteacher has the power to exclude a student from school for a fixed period or permanently. The DfE provides guidance which is updated regularly (latest update The Department for Education guidance for Suspensions and Permanent exclusions 2023). This statutory guidance also draws attention to those students that are at particular risk of suspension, such as those with special educational needs, looked after children, students with disabilities and those from specific communities. It highlights the special action that schools should take to support them
- Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following: committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student). Causing personal injury to, or damage to the property of, any person (including the student himself/herself) or prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise

4.5 Reasonable adjustment

Highfields is a diverse and inclusive school, this policy relates to all students at Highfields including disadvantaged, disabled, students with SEN, or EHCP.

In line with the equality policy of the school and the equalities act, in the case of breaches of the behaviour policy by our students, the headteacher in consultation with the school SENCO, will consider reasonable adjustments on a case by case basis for breaches of this policy by students presenting as having additional learning needs. However, the headteacher's decision will be final in these matters.

Please see SEN policy for further clarification on reasonable adjustment

5. Review Process

Each policy is reviewed by the lead person, Senior Leadership Group and the relevant Link governor for approval before being presented to Full Governors for ratification.

6. Responsibilities

6.1 The Governors have responsibility for

- Setting and maintaining the ethos of the school, built on our core purpose of being a happy and inclusive community, and on key values of respect, honesty and trust. Our Behaviour and Discipline policy should reflect and promote this ethos
- Ensuring that this policy is in place, monitored continually and reviewed periodically via the Governors' Student & Community Committee
- Convening a panel of Governors to consider an suspension, where it has been requested by a parent/carer of a student who has been excluded for a fixed term, and in line with their statutory responsibilities for a student who has been permanently excluded
- Ensuring that any complaint arising from the operation of this policy is dealt with in accordance with the School Complaints Policy
- Encouraging, supporting and acclaiming good practice

6.2 The Headteacher is responsible for

- Implementing this policy on a daily basis
- Setting clear expectations, praising good conduct and promoting a positive ethos based on values of inclusion, respect, honesty and trust
- Ensuring staff, students and parents are aware of their responsibilities within this policy, eliciting their support for it and allowing them an opportunity to comment on its effectiveness
- Providing training for those with responsibilities within this policy
- Setting, upholding and promoting the school's standard of behaviour, making all staff and students aware of it and monitoring it
- Dealing with problems of behaviour brought to them by members of Leadership Group, or other members of staff (although these should normally be referred to other colleagues in the first instance)
- Organising an investigation into any disciplinary incident(s) which might possibly lead to the temporary or permanent suspension of a student(s) and reporting to Governors and others as required
- Excluding a student(s) for a fixed term or permanently, and informing the LA of this action
- Organising the education of a student from the sixth day of suspension onwards
- Monitoring the implementation of the policy and reporting to Governors, periodically, on these matters
- Encouraging, supporting and acclaiming good practice

6.3 Heads of Department are responsible for

- Setting, upholding and promoting the standard of behaviour in their department expected by the school. Setting clear expectations, praising good conduct and promoting a positive ethos based on values of inclusion, respect, honesty and trust
- Dealing with problems of behaviour brought to them by their subject teachers, where possible, or referring them to the appropriate Head(s) of Year if necessary
- Monitoring the implementation of this policy by teachers working in their department on matters of individual and class discipline and informing their line manager accordingly and advising the Deputy Head responsible for CPD on training needs

- Evaluating the quality of behaviour in their department and making changes accordingly
- Dealing with any behaviour incident occurring out of lessons which they may encounter
- Undergoing training at the direction of the Headteacher, appropriate to their responsibility within this policy

6.4 Heads of Year are responsible for

- Setting, upholding and promoting the standard of behaviour of students in their year group expected by the school, formally (eg. via assemblies) and informally
- Setting clear expectations, praising good conduct and promoting a positive ethos based on values of inclusion, respect, honesty and trust
- Dealing with problems of behaviour brought to them by curriculum/subject leaders and tutors, where possible, or referring them to their line manager or other member of Leadership Group if necessary
- Liaising with parents, the SENCO, Inclusion Base and external agencies, where appropriate about behavioural issues within their year group
- Monitoring the implementation of the policy for their year group and bringing to the attention of parents, curriculum/subject leaders, SLT and the Headteacher when problems arise
- Monitoring the work of their tutors on behaviour issues and advising the Assistant Head responsible for CPD accordingly, on training needs
- Dealing with any behaviour incident occurring out of lessons which they may encounter
- Undergoing training at the direction of the Headteacher, appropriate to their responsibility within this policy

6.5 Subject teachers are responsible for

- Setting, upholding and promoting the standard of behaviour expected by the school for students in their lessons. Setting clear expectations, praising good conduct and promoting a positive ethos based on values of inclusion, respect, honesty and trust
- Being aware of their responsibilities within this policy and acting accordingly
- Monitoring the behaviour of students in their lessons, applying the rewards protocol for good behaviour and sanctions according to the consequences protocol for those who misbehave
- Bringing disciplinary problems in their lessons to the attention of the Head of Department if necessary
- Dealing with any behaviour incident occurring out of lessons which they may encounter
- Undergoing training at the direction of the Headteacher, appropriate to their responsibility within this policy

6.6 Tutors are responsible for

- Setting, upholding and promoting the standard of behaviour expected by the school for students in their tutor group. Setting clear expectations, praising good conduct and promoting a positive ethos based on values of inclusion, respect, honesty and trust
- Monitoring the behaviour of students in their tutor group, applying the rewards protocol for good behaviour and sanctions according to the consequences protocol for those who misbehave

- Passing on to their Head of Year any disciplinary problems concerning students in their tutor group if necessary
- Dealing with any behaviour incidents occurring out of lessons which they may encounter
- Undergoing training at the direction of the Headteacher, appropriate to their responsibility within this policy

6.7 The SENCO and Pastoral / Inclusion Manager are responsible for

- Setting clear expectations, praising good conduct and promoting a positive ethos based on values of inclusion, respect, honesty and trust
- Assessing the need of students with behavioural problems referred to them by Heads of Year or others, assigning them on the SEN register, coordinating support for them and monitoring its effectiveness
- Coordinating the production of support plans for those students whose behaviour puts them at risk of or has led to their suspension from school
- Coordinating the work of external agencies used by the school for students with behavioural needs

6.8 All other staff are responsible for

- Promoting and upholding the standard of behaviour the school expects of its students. Setting clear expectations, praising good conduct and promoting a positive ethos based on values of inclusion, respect, honesty and trust
- Intervening in any disciplinary incident which they may encounter and informing an appropriate colleague so it can be dealt with
- Undergoing training at the direction of the Headteacher, appropriate to their responsibility within this policy

7. Monitoring, evaluation and Policy review

We will collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. The policy will be reviewed at least every three years by the Governors' Student & Community Links sub-committee.

8. Associated Documents

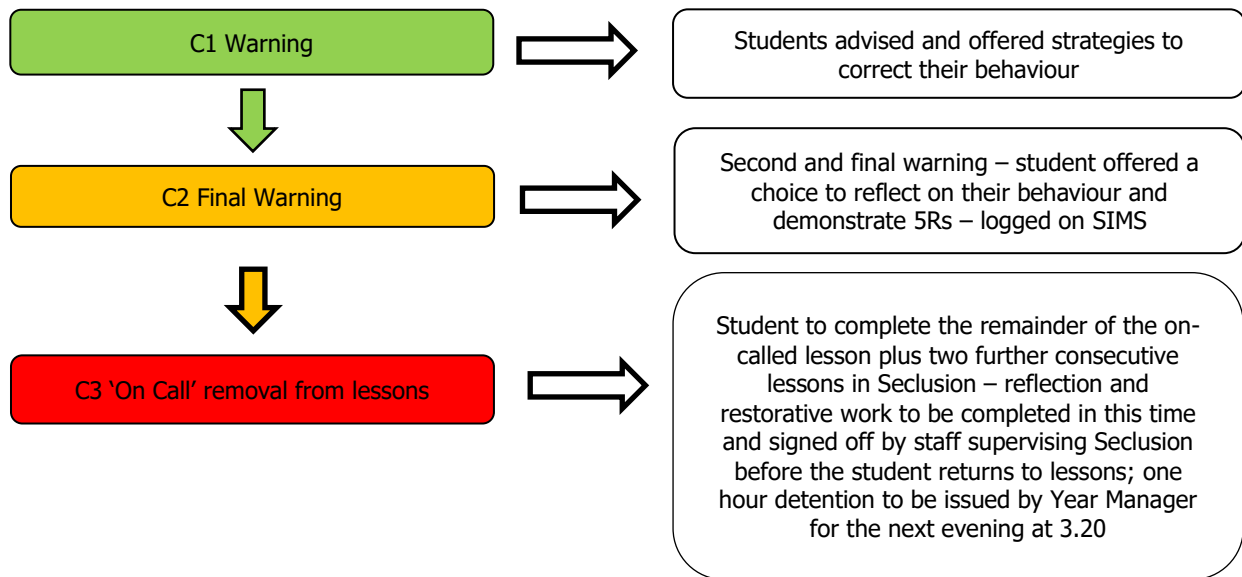
8.1 Associated Policies/Procedures

Anti-bullying policy
 Drugs policy
 SEN Policy
 Anti-smoking policy

8.2 Appendices

8.2.1 Behaviour Flowchart
 8.2.2 Behaviour Intervention Pathway

Behaviour Flowchart
Safeguarding our Students' Right to Learn



Teacher Detention:

- 30mins detention on the first available date commencing at 3.20
- A referral to HW club with the Year Manager at lunchtime will be organised by the year team as a supportive measure
- It can be issued for the following:
 - Uniform infringements
 - Missed HW
 - Not producing key equipment i.e. PE kit

A C3 Detention may also be issued for any of the following offences:

- Truancy from lessons / school
- Vaping / smoking on the school site
- Missed Teacher Detention
- For every accumulation of three Lates in a Term (Derbyshire term i.e. Sept-Oct; Nov-Dec etc.)

A C3 one hour detention to be issued on the next available (Tuesday-Friday [inclusive]) evening at 3.20

Appendix 8.2.2 - Behaviour Intervention Pathway - Safeguarding our Students' Right to Learn

At Highfields School, the Assistant Headteacher responsible for Inclusion alongside the pastoral team assumes responsibility for ensuring that all staff have the highest expectations of our students and their approach to learning. In line with their responsibilities, the pastoral team will track, monitor and intervene with students to support them in their learning.

Below is a list of the causes for intervention and the possible interventions from the pastoral / inclusion team (please note the list is not exhaustive):

