



BEHAVIOUR & DISCIPLINE	Revision No	9
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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



1.1 Purpose

Highfields School is committed to providing a calm, safe and purposeful learning environment where every student can learn, feel safe and succeed.

This policy sets out:

- expected standards of behaviour
- how positive behaviour is promoted
- how behaviour is managed where expectations are not met
- how removal, suspension and exclusion are used lawfully and proportionately

It reflects current statutory guidance, including:

- **DfE – Behaviour in Schools**
- **DfE – Suspension and Permanent Exclusion**
- **Keeping Children Safe in Education (KCSIE)**
- **Equality Act 2010**

It also takes into account *Department for Education (DfE) guidance on restrictive interventions and seclusion 1 April 2026 in England* and

Behaviour in Schools Advice for headteachers and school staff February 2024

1.2 Scope

This policy applies to all students:

- on the school site
- travelling to and from school
- on visits or placements
- online or off-site where behaviour impacts the safety, order or reputation of the school

1.3 Principles

Highfields School will always:

- Empower trained adults to establish very clear boundaries so that children feel safe
- act fairly, consistently and proportionately
- prioritise safety and safeguarding
- maintain high expectations for all
- use positive relationships and restorative approaches
- keep students in school and learning wherever possible
- provide supervision during any removal from lessons
- avoid unlawful seclusion or isolation
- communicate clearly with families

All staff share responsibility for behaviour standards.

1.4 Expectations for students

Students are expected to:

In lessons

- arrive on time with equipment
- follow instructions first time
- complete learning and homework
- allow others to learn

Around school

- move calmly and safely
- respect others and the environment
- follow uniform and mobile device rules

Safety and respect

Bullying, harassment, bringing the school into disrepute, discrimination, violence, abuse, threatening behaviour, theft and bringing prohibited or dangerous items are never tolerated.

Staff may search, confiscate and use reasonable force where permitted by law to prevent harm.

1.5 Positive Behaviour and Rewards

We promote positive behaviour more often than we use sanctions.

Students are recognised through a graduated rewards system (R1–R5), celebrating:

- effort
- improvement
- contribution
- sustained excellence
- Other strengths in approach to learning

1.6 Consequences and Support

Sanctions are:

- proportionate
- reasonable
- educational
- applied consistently

Restorative conversations are used wherever appropriate, so students understand impact, repair harm and improve future choices.

1.6.1 Classroom consequences may include:

- Reminder (often referred to as C1- name on board for clarity)
- Warning (often referred to as C2- name on board, ticked for clarity)
- Detention
- Short-term removal (teachers speak to students briefly outside of the classroom but must have eyes on the class whilst doing so)
- Removal from lesson (often referred to as C3 / on call)

1.6.2 Removal from lessons

In line with DfE guidance, removal:

- is short term
- is supervised
- allows learning to continue
- supports regulation and reflection
- is not isolation or seclusion from other students

Parents will normally be informed where removal is repeated or extended.

On occasion, removal may be used as an alternative to suspension to minimise loss of learning where a graduated behaviour response is required but the incident does not meet the threshold for suspension.

1.6.3 Suspension and Permanent Exclusion

Used only when necessary, lawful and proportionate for serious or persistent breaches, or where safety is at risk. Processes follow statutory DfE guidance and governors' duties.

Suspensions often give victims of poor behaviour some time and space to reset.

1.6.4 Off-Site Direction

Where appropriate the school may aim to secure off-site direction at another secondary school where it is assessed that a fresh start may be desirable and successful. Off-site directions are made subject to guidance from Derbyshire County Council.

1.7 Off-Site Behaviour

Sanctions may be applied for behaviour:

- on journeys
- on visits
- in uniform
- online
- where it affects school safety, order or reputation

1.8 Inclusion and Reasonable Adjustments

Highfields is an inclusive school.

Reasonable adjustments may be made for students with:

- SEND
- disabilities
- additional needs
- social care involvement
- other vulnerabilities

Adjustments are considered case-by-case in line with the Equality Act and SEND guidance.

The school recognises that behaviour may at times be linked to an unmet special educational need or disability, and we are committed to early identification, reasonable adjustments and appropriate pastoral or specialist support. However, in line with the SEND Code of Practice (2015, para. 6.21), while behaviour resulting from unmet needs should be understood in context, schools are not expected to tolerate persistent disruptive or unsafe behaviour that affects the learning or safety of others. All pupils, including those with SEND or who are neurodiverse, are therefore expected to meet the school's behaviour standards. Where necessary, proportionate and lawful sanctions will be used alongside support to maintain a safe, calm and orderly environment for everyone. Behaviour in Schools Advice for headteachers and school staff February 2024

1.9 Parental Communication Regarding Behaviour

We value positive partnerships with parents and carers. Staff are well trained and are checked and held to account by school leaders, governors, our trust and Ofsted.

Routine behaviour management decisions are made many times daily by professional staff to maintain safe and purposeful learning.

In line with Department for Education guidance, there is **no formal right of appeal for minor or day-to-day sanctions**, including:

- reminders
- seating moves
- loss of privileges
- detentions
- removal from lessons

To prioritise teaching and student support, staff time will not normally be used to provide explanations for routine sanctions made in good faith by trusted staff.

The school will NEVER respond to parental communication which has been triggered through a student's improper use of a mobile phone during the school day unless school staff assess the child as being at risk of harm.

Parents may contact the school to correct factual inaccuracies, but the appropriateness of minor sanctions will not be debated.

Formal representation rights apply only to:

- suspensions
- permanent exclusions

Families are expected to support the school's behaviour systems and reinforce the importance of accepting consequences and learning from mistakes.

1.10 Roles and Responsibilities

1.10.1 Governors

- set ethos and policy
- monitor implementation
- fulfil statutory exclusion duties

1.10.2 Headteacher

- implement and lead the policy
- ensure staff training
- make decisions on suspension/exclusion
- monitor impact

1.10.3 Staff

- uphold expectations consistently
- apply rewards and consequences fairly
- model respectful conduct
- maintain safe learning environments

1.10.4 Students

- meet behaviour expectations
- follow instructions
- contribute positively to the community

1.10.5 Parents/Carers

- support school expectations
- reinforce positive behaviour
- work constructively with staff

1.11 Monitoring and Review

Behaviour data and stakeholder feedback are reviewed regularly to ensure fairness, effectiveness and compliance with statutory guidance.

The policy is reviewed at least every three years or sooner if required.

1.12 Associated Documents

- Anti-bullying policy
- Safeguarding policy
- Keeping Children Safe in Education
- SEND policy
- Drugs policy
- Department for Education (DfE) guidance on restrictive interventions and seclusion
- DfE guidance on suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Behaviour in Schools Advice for headteachers and school staff February 2024