

Behaviour Policy

Introduction

Heritage School places a high priority upon good relationships between pupils and between staff and pupils. This commitment is rooted in the Christian tradition, which shapes and inspires the culture of the school. Within this tradition, good relationships are seen as an intrinsic good; that is, they bring their own reward in the form of enhanced wellbeing. They are also a precondition for maximally effective learning.

The purpose of this policy is to explain the school's strategies for encouraging good behaviour and for managing poor behaviour.

In the administration of this policy we aim to help pupils:

- recognise that good relationships are fundamental to wellbeing,
- show empathy for the feelings of others,
- respect the opinions of others, particularly where they differ from one's own,
- enjoy good friendships and positive, respectful relationships with staff,
- mature in their capacity to manage diverse relationships and situations effectively,
- mature in their self-understanding and capacity to manage their own emotions and behaviour,
- avoid unkindness in their actions and words toward other pupils,
- be honest and willing to take ownership for their mistakes and their consequences,
- learn from their mistakes and see them as opportunities for growth,
- be willing to extend and receive forgiveness,
- be supportive of and cooperate straightforwardly with school rules.

This policy applies at all times when a pupil is:

- in or at school, including extra-curricular activities organised by the school,
- representing the school or wearing school uniform,
- travelling to or from school,
- on school-organised trips, or
- at any other time when a pupil's actions have a bearing upon the school or others in the school community, including online behaviour.

How we encourage good behaviour

We recognise that good behaviour is directly linked to a positive learning experience and to the wider relational context for that child in the school community. We encourage good behaviour through:

- small class sizes,
- an inspiring and stimulating curriculum,
- clear communication of behaviour expectations,
- relationships with teachers marked by kindness and mutual respect,
- frequent praise and encouragement orally,
- praise in writing when marking pupil work (as per our Marking and Feedback Policy),
- regularly reinforcing key messages about kindness and healthy friendships through e.g. assemblies, PSHE lessons, the focus of whole school habits, and our annual Random Acts of Kindness Week,
- a rapid response to behavioural or pastoral issues,
- promoting reconciliation where necessary in response to specific incidents,
- ensuring pupils know that they have a trusted adult they can speak to about concerns they may have.

Teachers and support staff are also mindful of their responsibility to model healthy relationships.

Why we do not use reward systems

Because we see good relationships as an intrinsic good that enhances wellbeing, we do not, as a matter of principle, rely upon extrinsic reward systems (merits, certificates, prizes, etc.) to encourage good behaviour.

We adopt the same approach to knowledge. Because knowledge brings its own reward, we do not rely on extrinsic reward systems to motivate pupil learning.

Our view is that reward systems underestimate children. They readily see through them. Rather, children respond well when we assume they want to do the right thing, and that they recognise that doing the right thing makes one feel good, even if it can be hard in the short term.

Reward systems create unhelpful dependencies that undermine character formation. They incline a child to work for the reward or recognition from an adult, and this ultimately undermines self-motivation and the maturity to do the right thing when no one is looking.

Related to this, we recognise that good behaviour or outstanding effort is often invisible to the teacher, which makes administering a reward system in a way that is truly equitable very difficult. This can lead to a perception that teachers have favourites, and it can undermine the confidence of those who may get publicly recognised less often.

What constitutes poor behaviour

We recognise that poor behaviour by one can have a significant impact upon the learning of others and that we have a duty of care to the many to ensure high standards of behaviour by all.

The following are examples of poor behaviour the school will address:

- behaviour which disrupts the learning of others (e.g. calling out, making noises, purposefully distracting others),
- direct disobedience to a clear instruction by the teacher,
- an obviously disrespectful attitude toward a teacher,
- hurting someone else physically,
- language that is clearly inappropriate, or
- language that is intended to diminish or degrade another person, or does not respect a protected characteristic (see also our Anti-Bullying Policy),

Strategies for addressing poor behaviour

Teachers are continuously working to help pupils learn from their mistakes and make better choices.

As pupils become older and more mature we expect that conversations about poor behaviour will generally be well received and acted upon. However, specific strategies are necessary at times while pupils are still developing the skills of effective self-management.

We recognise that our youngest pupils will take time to adapt to the routines of school and expectations for appropriate behaviour in various situations. Professional judgement is, therefore, exercised by the teacher to determine whether poor behaviour arises out of innocent immaturity or whether the child is displaying intentional willfulness.

We understand the importance of identifying and understanding any underlying triggers of challenging behaviour e.g. SEND so that we can provide individual, proactive support. Where the school identifies that a pupil has special educational needs (including behaviour needs) the school will create a SEND Support Plan which identifies specific concerns and highlights strategies to address them. See our SEND Policy.

When persistent poor behaviour occurs at school, teachers respond within the framework below. The vast majority of incidents on any day are easily resolved within points one to three below.

Where poor behaviour takes place off site during a school trip, including residential trips, professional judgement is exercised by the teacher to determine the most appropriate response for the setting.

This could include time out, withdrawal from an activity, being given chores (e.g. on a camp), or a detention during the trip and/or upon return to school.

We reserve the right immediately to impose more serious consequences, including an immediate detention, suspension or exclusion, for Serious Incidents (see the next section). Heritage School rejects the use or the threat of corporal punishment.

Action		Comment
1	Verbal Request	Such a request is generally positive and cheerful and assumes a pupil's readiness to be helpful and cooperative. This applies in particular to behaviour that is inappropriate due to innocent thoughtlessness, where a simple reminder is enough to address the concern.
2	Logical Consequences	There will sometimes be obvious strategies, depending upon the nature of the situation, that are deployed at the discretion of the teacher. Examples: (a) If a pupil is not using a particular implement properly, such as scissors, they should be removed. (b) If a pupil is having difficulty controlling behaviour while sitting next to a particular person, the seating arrangements should be changed. Speedy and low-key implementation of strategies of this nature are important to maintaining a teacher's authority and a cheerful atmosphere.
3	Formal Verbal Warning	Where a pupil misbehaves in relation to specific behaviour expectations that have been clearly communicated (i.e. it cannot be categorised as 'innocent thoughtlessness' as per stage 1 above) the teacher will give verbal warnings.
4	Behaviour Log / Time out / Lunchtime Detention	If, despite verbal warnings, the misbehaviour continues that day, or that week (depending upon the age of the pupil, the circumstances and at the discretion of the teacher), the teacher will complete the Behaviour Log form and inform the relevant Head of School (Infants, Juniors or Seniors). For poor behaviour in lessons (as opposed e.g. to during a break or between lessons), Senior teachers will record this using the Self-Management Slip form (see below). For Infants, the class teacher will impose appropriate sanctions immediately, such as a short time out, and speak to parents as soon as possible so parents can speak to their child and reinforce expected standards of behaviour. The Head of Infants may also speak to parents. For Juniors, the pupil will attend a break detention as soon as possible, and the class teacher or the Head of Juniors will inform parents, so parents can speak to their child and reinforce expected standards of behaviour. For Seniors, the pupil will attend the next lunch break detention, which takes place on Mondays, Wednesdays and Fridays; parents will not necessarily be informed as Seniors are expected to assume responsibility for improving their own behaviour.
5a	Multiple Behaviour Incidents / Meeting with Parents /	Where an Infant pupil misbehaves multiple times, parents will be asked to attend a meeting with the Head of Infants. If a Junior pupil misbehaves multiple times (usually 3x in a term), they will be required to attend a one hour after-school detention run by the Head of

	After-School Detention	Juniors. Parents will be informed in advance so they can make collection arrangements. If a Senior pupil misbehaves multiple times (usually 3x in a half-term), the pupil will be given an after-school detention and parents will be informed. For Juniors and Seniors, if misbehaviour persists parents will be asked to attend a meeting with the relevant teacher/tutor and/or the Head of School.
5b	Behaviour Report (2 weeks minimum)	For persistent misbehaviour, the Head of School may decide that a Behaviour Report is appropriate. This involves daily reporting home in relation to the behaviour target(s) identified and lasts for a minimum of two weeks. It is intended to provide a daily opportunity for conversations at home about a pupil's decision making and self-management.
6	Suspension	If a pupil continues to misbehave, and if meeting(s) with parents and the use of Behaviour Reports has not improved the situation, the next level of sanction will be a suspension. This will always involve consultation with the Headmaster. A suspension could be from specific activities (e.g. enrichment activities or specific lessons, e.g. art). It could be for the remainder of the day, or for the whole of a school day. Where additional suspensions are required, they can last up to a week, or longer at the discretion of the Headmaster.
7	Exclusion	If misbehaviour persists despite multiple suspensions the Chairman of Trustees will be consulted. The Headmaster will inform parents that the pupil will not be allowed to return to Heritage School either with immediate effect, or at the end of the term or at the end of the school year.

Self-management slips for Seniors

Alongside the strategies identified above we use a self-management slip system in the Senior School to support habit formation in five key areas: good behaviour in lessons, completing homework on time, arriving on time in the morning, having the right equipment for lessons, and having the correct school uniform.

Where pupils do not meet expected standards in these areas, teachers give a self-management slip. When this happens, the pupil must go to the designated room during the next Monday, Wednesday or Friday lunch break, to register a 'reminder' and immediately depart or to remain for a 20 minute detention. For poor behaviour in lessons or incomplete homework, pupils immediately serve a 20 minute detention. For arriving late, not having the right equipment for lessons, or not having the correct uniform, pupils receive two 'reminders' before having to stay for a detention, with the count being refreshed each half-term.

Persistent failure to meet expectations in these areas will lead to an escalated response in keeping with the strategies identified above.

Responding to serious misbehaviour

The behaviour management strategies identified in the table above are intended to guide our response to persistent misbehaviour. Some behaviour, however, is more serious in its nature. Serious misbehaviour includes, but are not limited to: punching or other strong physical violence; bullying online or in person; misbehaviour or bullying online or in person on the basis of protected characteristic (e.g. race or gender); misuse of a school-provided SEND Chromebook; selling items in school; stealing; vandalism or destruction of property; smoking / e-cigarettes / vaping / nicotine products; and use or possession of drugs.

We respond to serious misbehaviour on a case by case basis, after gathering all the facts we are able to obtain, and reserve the right immediately to impose any of the above listed sanctions. Parents will be informed of the details of the incident and the reasoning behind the school's decision.

The purpose of imposing consequences is corrective. It is hoped that the pupil(s) involved will learn important lessons in the context of a supportive community and so not make serious mistakes when they are older, when the consequences can be more far reaching.

We expect parents to be fully supportive of the disciplinary measures taken by the school; where this is the case the measures taken are more likely to have a constructive impact.

Searching and confiscation

Where teachers have reasonable grounds to suspect a pupil within school is in possession of a prohibited item for schools¹, including mobile phones, the Headmaster, or teachers he authorises, have a statutory power to search a pupil or their possessions. Teachers will follow the 'Searching, Screening and Confiscation' (July 2022) schools' guidance regarding searching a pupil. If, a prohibited item, an item that poses a risk to staff or pupils, or an item is evidence in relation to an offence, is discovered the authorised teacher for the search can confiscate the item.

Restrictive interventions (including the use of reasonable force)

Teachers use proactive strategies and de-escalation wherever possible and restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm, and in line with Department for Education guidance. Teachers seek to reduce the need for restrictive interventions through consistent, whole-school measures that promote safety, positive behaviour, predictability and inclusivity. However, Heritage does not have a "no contact" policy. Staff may make appropriate non-force physical contact in context consistent with safeguarding duties. Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff (including non-teaching staff) will follow the 'Restrictive interventions, including the use of reasonable force, in schools' (April 2026) schools' guidance only when necessary to prevent a pupil from: causing injury to themselves or others; seriously damaging property where this creates a risk to safety; or posing an immediate risk of disorder that presents a risk of harm. Staff likely to use restrictive interventions will receive relevant training, including prevention and deescalation. Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk. Staff will always consider necessity, proportionality, welfare and context. Staff will pause or stop where the intervention escalates the risk and will not use force as punishment.

Staff may use reasonable force or seclusion at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip). Staff will inform the Headmaster immediately after they have needed to restrain a pupil physically or seclude them. The School will record and report these interventions as soon as practicable, and where possible the same day. We will retain records in line with our retention schedule. Incidents will be reported to parents as soon as practicable, in writing and, where possible, the same day. Parents will be invited to the School (unless there is a risk of serious harm), in order to agree a plan for managing their child's behaviour.

Afterwards, the immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment/treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the pupil and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff, and any witnesses as needed. As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and/or restrictive interventions, including further staff training.

¹ Banned items in schools, as set out in the Education Act 1996, include: weapons; alcohol; illegal drugs; stolen goods; smoking / e-cigarette / vaping products; pornographic images; fireworks; anything that has been, or is likely to be, used to cause injury or commit an offence

Logging incidents

As noted above, incidents of poor behaviour, including serious incidents, are carefully recorded on the relevant behaviour log by the class or specialist teacher. They are reported to the Head of School and/or the Deputy Head. The purpose of our behaviour logs is to track patterns effectively over time and monitor whether or not progress is being made.

Bullying

The school has a separate policy for dealing with incidents of bullying. Please see our Anti-Bullying Policy.

Admission to Year 7

As stated in our Admissions Policy, the school reserves the right not to offer an existing Year 6 pupil a place in the Senior School if the pupil's behaviour has been persistently inappropriate and where we have reason to doubt the pupil's capacity or willingness to sufficiently amend his or her behaviour.

Monitoring, evaluation and review

Regular review of this policy will enable staff to evaluate the effectiveness of this policy and our practice.

Authorised by	Jason Fletcher
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