



Behaviour Management Policy

The Education Committee is responsible for this policy.

Last Reviewed: September 2026

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The designated member of staff responsible for behaviour in Reception-Year 6 is the Assistant Headteacher, Caryn Ryan. In Nursery and Preschool the Manager, Emma Elstone, is the designated member of staff. Further details about behaviour management within Nursery and Preschool can be found in the Early Years Foundation Stage policy.

Aims

At Highfield Priory our community is based upon respect, good manners and fair play. Highfield Priory School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all our pupils is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through promoting positive behaviour and offering an extensive programme of extra-curricular activities.

Highfield is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

Highfield aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success. Our teaching staff are committed to delivering teaching in a way that encourage good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Highfield has created the 'Aim High' school rules and slogan to share our aims in a child friendly with pupils: be safe, be inclusive, be caring, be respectful and be ready (see Appendix 1). These are displayed around school, discussed in Highfield Heights, discussed in wellbeing, discussed in assemblies and where appropriate. These are used to promote positive behaviour and tie in with Fundamental British Values, such as

- Be respectful – mutual respect
- Be safe – rule of law
- Be inclusive – tolerance, mutual respect

Expectations

Highfield's community of Governors, staff, parents, and pupils adhere to an established routine and code of conduct.

- To ensure an environment where all pupils can learn effectively.
- To provide an atmosphere where self-discipline is encouraged.
- To promote the highest standards of behaviour by all pupils.
- To promote good manners in all areas of school life.
- To generate an atmosphere of mutual respect between pupils and staff.
- To encourage a consistent approach to any sanctions used and develop, within each pupil, knowledge of what is appropriate behaviour within the community and what is not, whilst recognising that some pupils require a more personalised approach.
- To ensure that poor behaviour is dealt with appropriately.
- To encourage a positive relationship with parents/carers and to develop a shared approach involving them in the implementation of school policy.
- To encourage the health, safety and well-being of all pupils and staff.
- To take all reasonable measures to ensure the safety and well-being of all pupils and staff, which includes protection from bullying.

Highfield sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. Parents are expected to support the school in managing expectations of behaviour and the provisions of this policy, both at home and at school.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the Aim High School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with dignity and respect at the school, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our stance and view on Anti-Bullying is found within this policy and is available on our website. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

Highfield takes its duties under the Equality Act 2010 seriously and makes the appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to always behave in a manner that reflects the best interests of the whole School community.

Aim High School Rules

The School Rules are designed to encourage positive behaviour and self-discipline. The Aim High School Rules are set in the attached Appendix 1. These use a child friendly display and child friendly language.

Copies of the Aim High School Rules are attached to this policy (Appendix 1) and on Highfield's website and will be regularly reviewed. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the Aim High School Rules and that they will undertake to support the authority of the Head in enforcing the Aim High School Rules in a fair manner that is designed to safeguard the welfare of the school community as a whole.

Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine. Staff are kept up-to-date with relevant prevent and safeguarding training to enable this. Our curriculum provides opportunities for explicit teaching of these issues through PSHE, RSE and 2BeSafe.

The school reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/exclusion.

The school has a zero tolerance policy for drugs.

Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at Highfield agree to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. Highfield values a close relationship with parents and encourages parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the school expects parents to support the school's aims in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the school will liaise closely with parents where practical and, if relevant, other support agencies. The school has a number of support systems in place to meet the needs of all pupils including in school designated well-being support.

The school welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

Where restrictive intervention is used, the school will inform parents face-to-face where possible at collection time. Where this is not possible a phone call will be made to speak with the parent. A follow up email will then be sent to the parent. Further information on what this will entail can be found under the 'Restrictive Intervention' section of this policy.

Unexplained Absences

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the school's safeguarding obligations.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances. Parents are updated annually about the importance of attendance and the expectations of pupil attendance through our parent curriculum evenings.

Involvement of Pupils

Highfield promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Research shows that the ethos of a school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. Staff encourage pupil voice through assemblies, form time, Personal, Social and Health Education (PSHEE) lessons, project work, drama activities, story time, School Council, Highfield Heights and wellbeing, the pupil voice box and school surveys.

Highfield will ensure that all new pupils are briefed thoroughly on the school's expected standards of behaviour, and we work closely with all pupils as they transition through the school, from the day they start at the school to the day they leave.

Promoting Good Behaviour

At Highfield celebrating positive behaviour brings joy to the community and motivates pupils. We reward and encourage good behaviour and celebrate achievements from our pupils by sharing awards in whole school assemblies and through our dedicated celebration assembly each half term.

Highfield has introduced a Year 6 pupil leadership programme in September 2026. This enriched leadership curriculum is being led by the Deputy Heads, and embraces Fundamental British Values and our Aim High School Rules. Pupils in Year 6 will assist the school in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the school carries across to all areas of school life.

Every week, each class teacher will choose a child to receive a merit certificate or badge in Friday assembly. The child's name will then be read out in assembly where he/she will receive the award and his/her name will be displayed in the entrance hall in the following week. There are a range of reasons these can be awarded including, but not limited to, excellent work, strong progress, effort and behaviour.

House points can be awarded by any member of staff to a pupil. It is the teacher's responsibility to record and manage house points. House points are recorded on the house point management chart. Consistent and fair use of this chart enables us to recognise the winning house each term, and identify focus areas for discussion in assemblies. Regular feedback from staff and pupils contributes to the development of house points and the recording.

One house point is awarded for good work and two house points may be awarded for excellent work. A maximum of two house points may be awarded each week for a homework diary that has been consistently signed by parents.

House points also reward pupils for a range of reasons. These may include, but are not limited to: use of good manners, holding doors open for others, taking initiative, engagement in class, strong group work or demonstrating a resilient attitude with a challenging task. The house point chart uses umbrella terminology and teachers can find the appropriate section to award the house point e.g. holding the door open may come under manners, and handing in a homework diary may come under organisation.

Monitor year groups receive special rewards for their efforts monitoring at the end of each term.

- Year 6 - a special lunch
- Year 5 - a cookie and milkshake
- The best monitor each week is announced in assembly and the winner receives a merit

To promote the school's Aim High School Rules further, pupils will be selected by the staff each week to receive a "Highfield High 5". These certificates celebrate pupils who have made a

particular effort to follow or promote the Aim High School Rules: be ready, be respectful, be caring, be inclusive, be safe. These pupils will be displayed in the KS1 corridor on our Aim High board. Many pupils/parents pass this area regularly so pupils can be noticed by the community and Highfield can showcase its excellent pupils.

Sanctions (Stage 1 and 2, Appendix 2)

It is hoped that pupils will respond to the Highfield's positive encouragement and rewards and will comply with the Aim High School Rules (Appendix 1) at all times. However, the school acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the school. Sanctions assist the school in enforcing the Aim High School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

This school plays a crucial role in preventative education. In line with our PSHE and RSE teachings, equal opportunities for all and our positive behaviour culture we operate a of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, transphobia, sexual violence/harassment, racism and derogatory behaviour. The anti-bullying policy supports this aspect of our behaviour policy too.

Staff should ensure any sanctions are fair, reasonable, and proportionate. Sanctions will be reviewed regularly but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding and Child Protection Policy.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

As outlined in the flowchart in Appendix 2, all behavioural incidents should be recorded on CPOMS. The Assistant Headteacher should be alerted to all incidents. This will allow school to monitor and track incidents, to find patterns in behaviour and respond to behaviour on an individual and a whole school level.

Serious Misbehaviour (Stage 3, Appendix 2)

Highfield's Discipline, Exclusions and Required Removal Policy is a separate policy and available on request. All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;

- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions in accordance with the school's Discipline, Exclusions and Required Removal Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

Highfield may be forced to exclude a pupil, or to require him/her to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

Allegations against staff

Highfield takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection and Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the school reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Child Protection and Safeguarding Policy and Discipline, Exclusions and Required Removal Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the school, and that incidents may also be referred to the Police, where appropriate to do so.

Restrictive Intervention

Restrictive intervention may involve a range of measures used to prevent or reduce immediate risk, including the use of reasonable force where necessary. Reasonable force is one type of restrictive intervention, referring specifically to physical force that is necessary, proportionate and reasonable in the circumstances.

Prevention & Deescalation

The use of restrictive interventions should be minimised wherever possible through positive relationships, early support, preventative strategies and effective de-escalation. Staff should seek to understand the underlying reasons for a pupil's behaviour and identify strategies that support the pupil to regulate and remain safe.

Where a pupil is identified as being at increased risk of behaviours that may require restrictive intervention, staff should work with the pupil and their parents/carers to identify potential triggers, early warning signs and effective preventative and de-escalation strategies. Parents/carers should be given an opportunity to share their knowledge of the pupil and contribute to the development and review of these strategies.

Where strategies are not effective, or where restrictive interventions occur repeatedly, the school should review the approaches being used with the pupil and parents/carers. This review should consider whether additional support, reasonable adjustments, changes to the pupil's support plan or risk assessment, or advice from relevant professionals is required. Agreed strategies

should be communicated to relevant staff and reviewed regularly to ensure they remain effective in reducing the need for restrictive intervention.

Break/Lunchtime

At Highfield teachers work in partnership with pupils to encourage positive choices over work and behaviour. Pupils may ask/choose to do work during breaktimes or lunchtimes. This effort is appreciated but teachers should encourage a balance of work and playtimes.

Highfield may require a pupil to remain inside or in a designated area during break or lunchtime as a proportionate response to misbehaviour, completing a reflection form or to finish work. Where remaining in is used as a response to misbehaviour, the length and nature of the sanction will be reasonable and proportionate to the circumstances. Where a pupil is required to remain in to complete work, this will be for a reasonable period and the pupil will be supported to complete the work. Staff will ensure pupils still receive time outside to access fresh air even when they are kept in as part of their restrictive intervention.

Pupils will remain appropriately supervised during the period of time in which they stay in school and will be given reasonable opportunity to access food, drink, medication and toilet facilities where required. When imposing a restriction, the school will consider the pupil's individual circumstances, including any SEND, disability or medical needs, and whether any reasonable adjustments are required.

Parents/carers will be informed of each time a pupil is required to remain in during break or lunchtime as soon as practicable after the incident, and the school will endeavour to do so no later than the same day. The school will invite parents/carers to have a follow-up discussion where appropriate, including considering whether additional support, changes to behaviour strategies or reasonable adjustments are required.

Removal From Classrooms

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the school as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. Highfield's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the school will consider whether the sanction is proportionate and whether there are any reasonable adjustments or special considerations relevant to the pupil, including any SEND or medical needs, relevant to its imposition. The use of removal will be monitored and reviewed, particularly where it is used repeatedly, to consider whether changes to behaviour support strategies or additional support are required.

Ensuring the safety and conducive learning environment for all students is paramount in any educational setting. At times, there may arise a necessity to temporarily remove certain children from the classroom, not only to safeguard their own well-being but also to promote the overall benefit of their peers. This step could be prompted by a variety of factors such as disruptive behaviour, emotional distress, or the presence of a potential hazard. By doing so, our staff can address the unique needs of these children, provide them with appropriate support and interventions, and simultaneously allow the rest of the class to engage in focused learning. This

approach underscores the commitment to both individualised care and collective growth within the classroom community.

Use of Reasonable Force

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the school.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have. Staff must also consider whether there are less restrictive alternatives, the potential impact on the pupil's welfare and dignity, and any relevant equality considerations.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and, where appropriate, the safe and lawful use of reasonable force and preventative and de-escalation strategies. All staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Force must never be used as a form of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, including through pressure to the neck, abdomen, mouth or nose. Every member of staff will inform the Head immediately after they have needed to restrain a pupil physically.

The school has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The school will keep this register on a central file so that any patterns may be identified by the school (CPOMS).

Significant incidents involving the use of force must be recorded in writing as soon as practicable after the incident, and staff should endeavour to complete the record no later than the same

day. The record should include the names of the pupil and staff involved, relevant needs or circumstances, the time, date, location and approximate duration, what led up to the incident, any triggers identified, preventative or de-escalation strategies used, the type and degree of force used where relevant, any injuries, why the use of force was necessary, and any post-incident support.

In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Reporting to Parents

Highfield will always inform a parent when it has been necessary to use restrictive intervention, including physical restraint on their child. Parents of pupils will be informed of the incident on the same day or as soon as is reasonably practicable. As much as possible this communication will be face-to-face, but there will be times where this is not possible a phone call will be made. This communication will include the time, date, location and approximate duration of the intervention, why the intervention was necessary, the type and degree of force used, and details of any physical injuries sustained, where applicable.

This verbal explanation will be followed up by a written notification. This will also include the time, date, location and approximate duration of the intervention, why the intervention was necessary, the type and degree of force used, and details of any physical injuries sustained, where applicable.

Highfield or parents/carers may wish to have a follow-up discussion where appropriate, including consideration of any behavioural triggers or warning signs, whether agreed behaviour support plans were followed, the effectiveness of de-escalation strategies and what might be done differently in the future. Where appropriate, this information will be used to review or amend the pupil's behaviour support plan.

Recording Restrictive Interventions

All restrictive interventions are recorded on CPOMS as soon as practicable following the incident. Staff should ensure they select 'Restrictive Intervention' under the 'Behaviour' tab. The CPOMS entry should detail what happened before the incident, why the intervention was necessary, any alternatives that were attempted, the type of intervention used, its duration, who was involved, any witnesses, follow-up actions, support provided to the pupil and a review of whether practice could be improved. The completed record is printed and retained in the appropriate file. Restrictive intervention entries on CPOMS will alert the office to send an email to the parent/carer detailing the restrictive intervention. In addition, teaching staff will speak with parents/carers at home time to inform them of the restrictive intervention and provide an opportunity to discuss the incident.

Post Incident Support

Following a restrictive intervention, appropriate support will be provided to the pupil and any staff involved. This will include an opportunity to debrief and reflect on the incident, where appropriate, and to consider the impact of the intervention on those involved. The incident will be reviewed to identify any learning and consider whether further action is required. This may include reviewing or updating the pupil's risk assessment, support plan or other relevant arrangements; identifying changes to practice; or providing additional staff training or support where required. Any actions arising from the review will be recorded and followed up appropriately.

SEND & Medical Needs

When responding to behaviour that may require restrictive intervention, staff must take into account any special educational needs, disabilities, medical conditions or other individual needs that may affect a pupil's behaviour or their response to intervention. Where appropriate, behaviour support strategies should be adapted to meet the individual needs of the pupil, including making reasonable adjustments where required. Staff should consider known triggers, communication needs, sensory needs, physical or medical needs, and strategies that support the pupil to regulate and de-escalate.

For pupils who may be at increased risk due to SEND or medical needs, individual behaviour support plans and/or risk assessments should be developed and reviewed with relevant staff and, where appropriate, with parents/carers and the pupil. These should identify preventative and de-escalation strategies and any specific considerations relating to the use of restrictive intervention. Following any restrictive intervention involving a pupil with SEND or medical needs, consideration should be given to whether existing support strategies, risk assessments or reasonable adjustments remain appropriate and whether further advice, assessment or staff training is required.

Parent/Carer Involvement

Parents/carers will be kept informed and involved in the development and review of strategies used to support their child's behaviour and reduce the need for restrictive interventions. Their views and knowledge of their child should be considered when identifying triggers, patterns of behaviour, effective de-escalation strategies and appropriate support.

Where a restrictive intervention has occurred, parents/carers will be informed and, where appropriate, given an opportunity to discuss the incident with teaching staff face-to-face. When this is not possible a phone call will be made. This will be followed up by a written notification. Where incidents are repeated or concerns arise, parents/carers will be invited in when reviewing the strategies currently in place and identifying any further support or reasonable adjustments that may be required.

Where appropriate, this review may involve the pupil, parents/carers, teaching staff, the SENCO and other relevant professionals. Any agreed changes to behaviour support strategies, risk assessments or individual support plans should be recorded and shared with those responsible for implementing them. The effectiveness of these strategies should be reviewed regularly and amended where they are not reducing the need for restrictive intervention.

Misbehaviour Outside of School or Online

On occasion the school may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the school, or related to the school;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the school.

This is especially the case for incidents which could have repercussions for the orderly running of the school, or which may pose a threat to another pupil or member of the public, or where the reputation of the school may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the Highfield's behaviour or antibullying policy.

Searching

Highfield reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The school does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The school will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding and Child Protection Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images (either a printed or digital format); or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

Highfield will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

Highfield will keep a record of all searches carried out, including the results of any search, and the actions taken following that search (CPOMS).

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are

not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned at Highfield, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the school or disposed of.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the school, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the school may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the Head and should always comply with the School's Child Protection and Safeguarding Policy. The school will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the school finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Highfield may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

Where possible staff should never intentionally view any offensive data, including but not limited to indecent images of others and abusive images or videos. Staff must never copy, print, share or distribute any offensive or abusive content found. Any concerning content must be reported to the Head, DSL and Assistant Head. Staff should then follow the school's safeguarding policy and act in accordance with KCSIE guidance. All follow up actions to be recorded on CPOMS.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy, and may then punish the pupil in accordance with this policy.

In the event that the search highlights a safeguarding concern in respect of any pupil, the school will follow the procedures set out in the School's Safeguarding and Child Protection Policy.

Mobile Phones and Smart Devices

Pupils are not permitted to use mobile phones, smart watches (for their smart features) or meta glasses. This includes in-between lessons, breaktimes and lunchtimes. Pupils who are in before or after school care must also not use mobile phones.

We recognise that every family situation is different and we aim to support families where possible. Should a pupil need to bring a mobile phone into school, such as in the case of being picked up by another parent where parents are separated, the parent must hand the mobile phone into the school office at the beginning of the day. This phone must remain in the school office. The parent who is collecting from school may collect the phone when they collect their child. The mobile phone must not be kept with the pupil during the school day.

If a pupil is found using their mobile phone or smart watch as mobile phone, this will be reported to the class teacher, Assistant Headteacher and the Headteacher. The appropriate sanction will be discussed, and parents will be informed by the class teacher or the class teacher and Assistant Headteacher, as needed. The incident and follow up actions must be recorded on CPOMS.

Early Years Behaviour Management Strategy

At Highfield Priory, we are dedicated to promoting a safe, nurturing environment where every child feels valued, respected, and secure. We aim to help children develop a strong sense of right and wrong by teaching appropriate behaviour and discouraging inappropriate actions in a supportive, developmentally appropriate manner.

We believe that behaviour is part of a child's developmental journey. Through consistent guidance, role modelling, and partnership with parents and carers, we strive to empower children to build confidence, self-esteem, and positive relationships.

Our Approach to Behaviour

We understand that learning to regulate emotions and behave appropriately in a group setting is a gradual process. This policy outlines our principles and strategies for supporting children as they develop socially and emotionally.

Core Values and Behaviour Goals

We aim to promote the following four core characteristics that underpin positive behaviour:

- Confidence
- Communication
- Co-operation
- Curiosity

Children may exhibit challenging behaviours as a response to emotions such as anxiety, frustration, or tiredness. Our approach focuses on:

- Modelling kind and considerate behaviour.
- Providing engaging activities that support social and emotional development (a prime area in the Early Years Foundation Stage).
- Using role play, stories, and visual aids to help children express and manage emotions.

Promoting Positive Behaviour

To encourage positive behaviour, we focus on:

- Modelling appropriate conduct by being positive role models.
- Consistency in enforcing boundaries and expectations.
- Positive reinforcement through praise and recognition.
- Encouraging self-regulation and problem-solving.
- Using positive body language and engaging at the child's level.
- Offering choices and opportunities for behavioural improvement.

We recognise that misbehaviour is often a result of unmet emotional needs or developmental limitations, not deliberate disobedience.

Behaviour Intervention Strategies

When inappropriate behaviour occurs, staff will:

1. Intervene immediately and assess the situation, remove children where required.
2. Engage with all children involved, using a calm, respectful tone and age-appropriate language.
3. Discuss feelings and support children in recognising how their actions affect others.
4. Redirect younger children using distraction or alternative activities.
5. Avoid punitive language such as "naughty" or "bad". Instead, we separate the behaviour from the child.

Staff will **not**:

- Shout, intimidate, or use physical punishment.
- Withhold food or treats.

Instead, we use **reflective or calming time** to help children regain composure in a supportive way.

Escalation and Support

If challenging behaviour persists despite consistent strategies:

- Staff will work closely with parents/carers to ensure consistency.
- Outside support (e.g. SENCo, Health Visitor) may be recommended.
- Incidents will be recorded, and ABC (Antecedent, Behaviour, Consequence) analysis will be used to identify triggers and patterns.
- Reception Children only may require intervention & support from Miss Ryan / Mr Duke.

Biting Policy

Biting is a common but distressing behaviour in early childhood. We handle incidents with sensitivity and aim to support both the child who bites and the child who is bitten.

Why Children Bite

Biting may occur due to:

- Exploration or sensory stimulation.
- Teething discomfort.
- Cause-and-effect curiosity.
- Attention-seeking.
- Imitation of peers.

- Frustration, anxiety, or stress.
- Lack of language skills to express emotions.

Response and Prevention

We use the **“Who, What, When, Where”** method to understand each incident:

- Who was involved?
- What happened before and after?
- When did it happen?
- Where did it take place?

Prevention Strategies:

- Provide teething toys or sensory items if required
- Closely monitor high-risk situations (e.g. sharing toys).
- Reinforce positive behaviour with attention and praise.
- Encourage emotional expression using language, visuals, and play.
- Create calm, predictable environments to reduce stress.

Involving Parents and Carers

Working in partnership with families is essential. We ask parents to:

- Share relevant changes in the child’s home life.
- Reinforce behaviour expectations at home.
- Collaborate with staff and support agreed strategies.

We promise to:

- Communicate daily about your child’s behaviour and progress.
- Be consistent, non-judgmental, and supportive.
- Offer guidance and external support when needed.

Strategies for Inconsiderate Behaviour

All staff, students, and volunteers are expected to use **positive guidance** strategies:

- Help children identify and express feelings.
- Acknowledge positive behaviours like sharing and kindness.
- Avoid giving attention only in response to negative behaviour.
- Support children in problem-solving conflicts.
- Never isolate or punish children physically or emotionally.

Where necessary, physical restraint is used **only** to prevent injury or serious damage and is documented thoroughly, with parents informed the same day.

Children Under 3

We use developmentally appropriate strategies for very young children. We understand that tantrums, biting, and other behaviours may arise from:

- Separation anxiety
- Difficulty regulating emotions
- Disrupted routines

Support is provided through:

- Consistent attachment with a key person
- Gentle, patient responses
- Focus on emotional support and co-regulation

Complaints

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure (which apply equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Procedure on request.

Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School [or boarding house] which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Audit and Compliance Committee, Education Committee, Finance and General Purposes Committee, Health, Safety and Wellbeing Committee, Safeguarding and Child Protection Committee and Sales and Marketing Committee.

Appendices

Appendix 1 – Aim High School Rules



Be ready

- Pupils will be focused and organised for lessons.
- Pupils will have the correct uniform for school.

Be respectful

- Pupils will be helpful and polite.
- Pupils will be positive and understanding towards others.

Be caring

- Pupils will take care of others and the environment.
- Pupils will be kind to one another.

Be inclusive

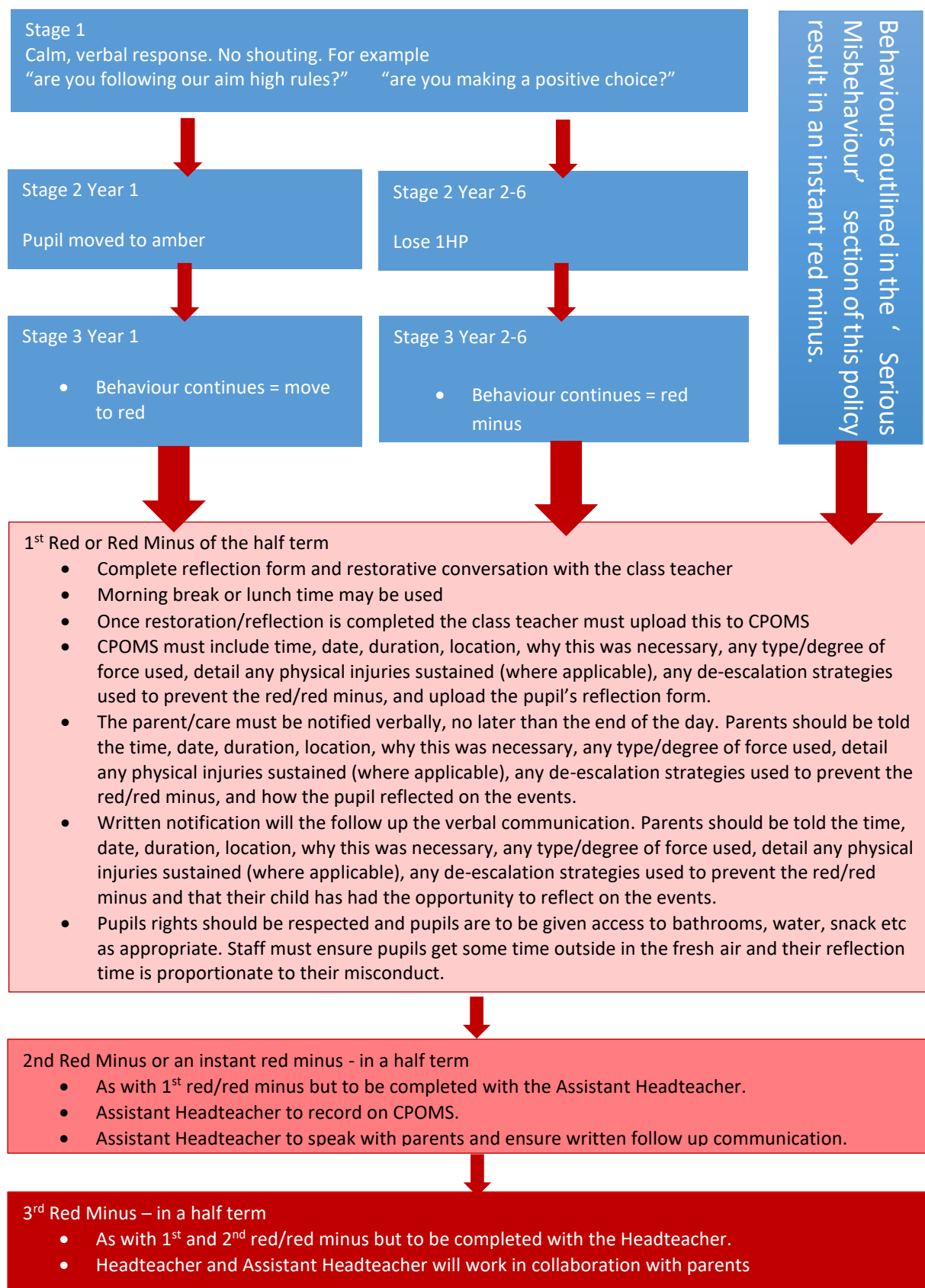
- Pupils will support and encourage one another.
- Pupils will embrace our school community and culture.

Be safe

- Pupils will walk calmly and sensibly around school.
- Pupils will keep themselves and others safe on the playground.

Appendix 2 –Responding to inappropriate behaviour

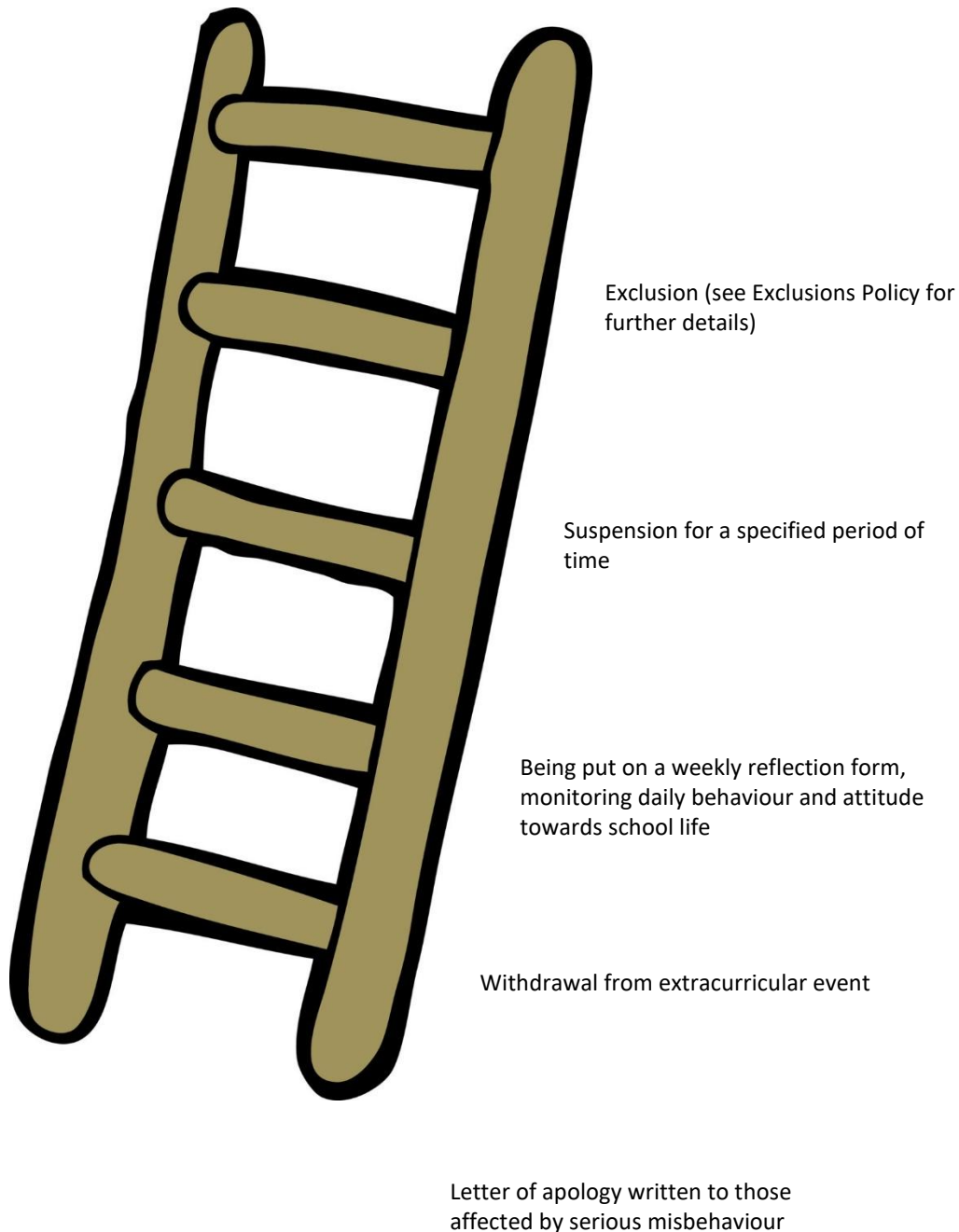
Every case will be investigated and dealt with in accordance to individual circumstances.



Appendix 3 – Serious sanctions

The following ladder of sanctions is to be used by the Headteacher and Assistant Headteacher in collaboration with parents when a pupil has received their 3rd red minus in a half term or when they are receiving a sanction for 'Serious Misbehaviour'.

The sanctions increase in severity. It is for the Headteacher and Assistant Headteacher to determine the severity of the incident and appropriate sanction, in discussion with parents.



Appendix 4 – Reflection Forms

Reception and Key Stage 1 Reflection Form

Name: _____

How were you feeling when you got a red card? Why?



Which Aim High school rule did you not follow?

- Be ready
- Be respectful
- Be caring
- Be inclusive
- Be safe



What will you do differently next time?

How can I make this better?

- Apologise to _____
- Clean up _____
- Help _____
- Complete my _____ work
- Other _____

Which Aim High school rule or rules did you not follow?

- Be ready
- Be respectful
- Be caring
- Be inclusive
- Be safe



What has led to your red minus? Describe what happened, how you felt and the reason for your actions.

How do you think other pupils felt? Why?

How do you think your teacher felt? Why?

What will you do differently next time? Why?

How can I make this better?

- Apologise to _____
- Clean up _____
- Help _____
- Complete my _____ work
- Other _____
