

# THE HEATH SCHOOL

## Behaviour for Learning Policy 2025-26

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### 1. Key objective

To provide absolute clarity about the expected standard of students' behaviour through applying a consistent approach to behaviour management and providing a climate where students are happy, safe and able to make exceptional progress.

### 2. Rationale

If students are to progress academically, socially, morally, spiritually and culturally then a climate that is conducive for learning is of paramount importance. All stakeholders have clearly defined roles and a shared responsibility to provide a safe environment where positive relationships foster mutual respect and tolerance, and students' engagement in learning is exceptional.

### 3. Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment and make progression in all aspects of school life.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect The Heath School KIT Values (Kindness, Integrity and Tenacity)
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Provide a policy that applies to all adults including volunteers working in or on behalf of the school and all students on roll at school.
- Ensure the Governors, Executive Principal and Head of School will decide the standard of behaviour expected of students at The Heath. They will also determine the school rules and any disciplinary penalties for breaking the rules.
- Provides a framework on which all members of staff can consistently regulate student conduct.
- Encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of communities different to their own reflecting life in modern Britain. It also fosters respect for public institutions including civil and criminal law.

### 4. School Commitment

- This School is committed to the safeguarding and welfare of all students with particular consideration to a students' individual needs including vulnerable students and those who have a special educational need or disability (SEND).
- Promoting self-discipline and proper regard for authority whilst encouraging good behaviour and respect for others, in particular, preventing all forms of bullying amongst students.
- The school's teachers and other staff members have powers to discipline that extend beyond the school site and apply when students are not at school, whether or not they are in the charge of a member of staff.
- Students who are meeting the high standards of behaviour at The Heath will be rewarded appropriately.

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- Students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction will be issued with proportionate sanctions.
- Where students are having difficulty meeting the required standards appropriate coordinated support and intervention will be considered.
- To maximise the potential for all students The Heath School recognises the importance of positive relationships between the school, our students and their parents/carers.

### 5. Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff set an excellent example to students at all times that reflects The Heath School Values (Know More, Be More, Do More ) and Trust Values (Kindness, Integrity and Tenacity).
- Rewards, sanctions are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students and staff.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students home life.

### 6 School behaviour curriculum

#### 6.1 Rules and Expectations

As a school community we treat each other with respect and tolerance, developing positive relationships to ensure we are all happy, safe and make progress. We aspire to develop students who are considerate, honest, polite and helpful. We encourage them to do this by valuing the school rules and expectations outlined below. These are promoted to students regularly and consistently during registration, form time, assemblies, PSHE and lessons.

#### **Students are expected to:**

- Adhere to and promote our school values of **KIT (Kindness, Integrity and Tenacity)**
- Speak politely and with respect to everyone.
- Behave safely towards staff and students.
- Conduct themselves safely at all times.
- Have high expectations of themselves.
- Work with others without distracting them.
- Manage their own behaviour outside of lessons.
- Work to the best of their ability and engage fully in learning.
- Attend school and lessons regularly and on time.
- Arrive to lessons properly equipped and ready to learn.
- Wear the correct school uniform in accordance with school standards and code.
- Listen carefully to information and instructions at all times.
- Meet deadlines for class work, coursework and home based learning.
- Care for the school environment and keep it free from litter and graffiti.

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- Care for their own and other people's property.
- Eat lunch in the designated areas.
- Use the toilets at appropriate times, permission to use the toilet is at the teachers discretion and we ask staff to use their professional judgement, whilst considering guidance from the school.

### **There is an expectation that students will not:**

- Bully, intimidate or discriminate against any person.
- Use their mobile phone nor any other personal electronic equipment for the duration of the school day.
- Eat or chew during lessons (chewing gum is not allowed in school).
- Bring the school into disrepute.
- Bring banned items on site or possess prohibited items (See section 8.10)
- Sell confectionary, drinks or snacks to other students unless at school organised events e.g. Charity Days

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

*Further guidance on expected uniform and equipment can be found on the schools website*

### **6.2 Rewards**

Rewards are a celebration of conduct and achievement and can be used as incentives and are intended to encourage a culture of success and raise self-esteem. They should be an integral part of school activities both outside and inside the classroom.

Some examples are:

- Verbal praise.
- Recording of positive behaviours on class charts.
- Positive written comments in books.
- Stickers.
- Postcards home.
- Telephone calls home.
- Letters/e-mails home.
- Student of the Week/Class awards.
- Certificates in celebration assemblies
- Gift vouchers.
- Extra-curricular trips.
- Choice on activity day (agreed criteria).
- Coverage in newsletters or school social media accounts.
- Press coverage.
- Report positive comments.
- One-to-One positive discussion with staff/Progress Co-ordinator (PC).
- Celebration Assembly draws – attendance, behaviour and punctuality.

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### **6.3 Sanctions**

**6.3.1** Teachers and other staff members can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that student.

**6.3.2** To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- i) The decision to sanction a student must be made by a paid member of school staff or a member of staff authorised by the Head of School.
- ii) The decision to sanction the student and the sanction itself must take place on the school premises or while the student is under the charge of a member of staff; and
- iii) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and must be reasonable in all the circumstances.

**6.3.3** A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspectors Act 2006 says the penalty must be reasonable in all circumstances and that account must be taken of the students' age, any special educational needs or disability they may have, and any religious requirements affecting them.

**6.3.4** The Principal may extend the power to discipline to adult volunteers.

**6.3.5** Corporal punishment is illegal in all circumstances.

**6.3.6** School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools safeguarding policy. School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the school will consider appropriate coordinated interventions.

**6.3.7** Sanctions available that can be applied by staff are:

- Confiscation of banned items, e.g. mobile phone
- Quiet Individual word by the teacher.
- Warnings given.
- Recording of negative behaviour on class charts.
- Moved place within the classroom.
- 5 minutes time out.
- Break/Lunch detention
- Phone call home.
- Letter/e-mail home.
- Departmental/Pastoral after school detentions.
- Senior detention.
- Short term removal to another class.

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- Internal referral from lesson.
- Red card (SLT)
- Internal isolation.
- Faculty/Department report.
- Form Report.
- Red Behaviour Report.
- Individual Behaviour Plan (IBP).
- Governors Behaviour Panel (GBP).
- Internal exclusion (In referral area).
- Suspension from school (fixed term).
- Alternative provision including short term placements.
- Managed move to another School.
- Exclusion from school (permanent).

This list is not meant to be a structure for escalation as the sanction applied needs to be proportionate to the behaviour displayed and considered in context of the student (e.g. age, SEND, safeguarding etc.)

**6.3.8** To maintain consistency and ensure appropriate sanctions are applied an accurate account of the facts will be gathered and students may be placed in isolation whilst incidents are being investigated.

#### **6.4 Support and Intervention**

School recognises that for students to change their behaviour they may require additional support and intervention. Staff will select the most appropriate strategies. Some examples are:

- Transition Profiling
- Nurture group
- Social Skills
- Peer Mentor
- Mentoring
- Counselling
- Mediation
- Placed on report
- Anger management
- Regular meetings with students and parents
- Group behaviour management
- Individual Behaviour Plan (IBP)
- Governor Behaviour Panel meetings
- 1-2-1 behaviour mentoring/counselling
- Pastoral support plan (PSP)
- Outside agencies e.g. drug and alcohol abuse
- Personalised effective strategies for specific students shared amongst staff
- Students placed with a curriculum leader when supply staff take the lesson
- Flexible curriculum
- Removal from supply lessons

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- Referral to CSI for generalised assessment
- Assessment by Educational Psychologist
- Provision of a Key Worker
- Placed on Alternative Provision programme

### 6.5 Home School Agreement

School Mission Statement: 'A centre of excellence where everyone has an aspiration to learn, progress and achieve. A cooperative, innovative, inclusive and dynamic community with a clear sense of purpose and pride in promoting personalised learning for all'.

The schools ethos is at the core of the home school agreement in which school, student and home collaborate to ensure that student development and progress are its prime focus. (See Appendix 2).

### 6.6 Student transition

#### Inducting incoming students

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

#### Preparing students for transition

To ensure a smooth transition to the next year, staff members may hold transition meetings and Information related to student attainment, progress, attendance and behaviour will be transferred to relevant staff at the start of the term or year.

### 6.7 Mobile Phones

The use of mobile phones is not allowed at The Heath – however, it is understood that some students may carry them so that they can contact home after school. In this case the phone must be **switched off throughout the school day** including break and lunch time and kept out of sight at all times. If parents wish to contact their child during the day then they should phone school and a message will be passed to their child.

If a phone is seen or heard it will be **confiscated, taken to the front office, recorded, locked away and returned on Friday afternoon at 3.30 pm**. If a phone is confiscated on a Friday, it will be returned on the following Friday.

This protocol has become necessary due to problems arising from widespread use of mobile phones in schools throughout the country. These have included the spreading of illegally taken images, illegal videoing and cyber-bullying. These can cause great distress in addition to the obvious interruption to teaching and learning.

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**7 Roles and responsibilities**

**7.1 Governing Body**

- Promote our school values of KIT.
- Set the statement of behaviour principles.
- Support the behaviour for learning policy and actively participate in policy reviews.
- To ensure that the behaviour for learning policy must regard the safeguarding and promote the welfare of students. (Section 175 Education Act 2002), (paragraph 7 of schedule 1 to the Education Regulations 2010).
- Ensure, through liaison with the Principal and senior staff, that all staff implement the school's behaviour for learning policy in a consistent and fair manner.
- Liaise with the SLT Behaviour Lead and support and challenge SLT at appropriate meetings including 'critical friend' meetings.
- Develop and maintain an awareness of the possible reasons for poor behaviour.
- Hold/Lead Exclusion reviews and appeals meetings.
- Hold/Lead Governor Behaviour panel meetings.

**7.2 Principal**

- Defines the expected standards of behaviour in school.
- Promote our school values of KIT.
- Promote good behaviour, self-discipline and respect and prevent bullying.
- Establish and maintain a disciplinary procedure for students who break the rules.
- Set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff
- Support all staff (teaching and non-teaching) to implement the schools' behaviour for learning policy in a consistent and fair manner, including the use of rewards and sanctions.
- Take appropriate and proportionate steps to ensure student welfare and to maintain positive behaviour and a climate conducive to learning. This may include the decision to exclude students from school when necessary.
- Publicise the behaviour for learning policy to stakeholders once a year on website.

**7.3 SLT**

- To support the Principal to implement the Behaviour for Learning Policy.
- Promote our school values of KIT.
- Lead on aspects of the disciplinary procedure for students who break the rules.
- Support all staff (teaching and non-teaching) to implement the schools' Behaviour for Learning Policy in a consistent and fair manner, including the use of rewards and sanctions.
- To provide appropriate professional development opportunities and support for staff to ensure they are best placed to manage behaviour within school.
- Take appropriate and proportionate steps to ensure student welfare and to maintain positive behaviour and a climate conducive to learning.
- Take an active role in supporting middle leaders in maintaining a positive learning environment.

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### 7.4 Faculty/Department Leaders and Progress Coordinators (Middle Leaders)

- Promote our school values of KIT.
- Support faculty/pastoral teams to implement the schools' Behaviour for Learning Policy in a consistent and fair manner, including the use of rewards and sanctions.
- To ensure teachers and form tutors record both positive and negative behaviours on class charts.
- Have an overall responsibility for monitoring the behaviour of students (including groups of learners including PP, SEND, and CIC etc.) within their area of responsibility and providing analysis to identify areas for potential intervention.
- Progress Coordinators to take an active role in coordinating and monitoring interventions for students who consistently display poor behaviour in multiple faculty/departmental areas.
- Faculty/Departmental leaders to take an active role in coordinating and monitoring interventions for students who consistently display poor behaviour.
- To liaise with both internal support teams and external agencies to coordinate intervention.
- Progress Coordinators to make rewarding positive behaviour a priority in Celebration Assemblies.

### 7.5 Teaching Staff

To create a classroom atmosphere conducive to hard work and good behaviour therefore facilitating the progression of all students, teachers will consistently:

- Promote our school values of KIT.
- Implement the Behaviour for Learning Policy and use the behaviour curriculum (Appendix 5).
- Have high expectations of students and establish clear boundaries.
- Model positive/correct behaviour.
- Use the language of 'choice' when challenging students whose behaviour has been unacceptable.
- Separate the conduct from the student (it's the conduct that is unacceptable not the child).
- Display student behaviour curriculum posters in classrooms (Appendix 5).
- Encourage positive relationships that foster mutual respect and tolerance.
- Provide students with well planned, stimulating and challenging lessons.
- Use planned early intervention with students experiencing difficulty.
- Take every opportunity to praise and celebrate success whilst being firm but fair with students who do not meet school expectations.
- Establish effective communication with parents at the earliest opportunity to provide coordinated interventions that modify poor student behaviour.
- Be aware of students' individual needs, and adopt an approach which is firm, fair and supportive.
- Avoid conflict by using de-escalation and deflection techniques.
- Take part in mediation with students if necessary and be prepared to give students a fresh start – repair relationships.
- Record incidents of poor behaviour and positive behaviour on class charts.
- To engage in appropriate professional development opportunities to ensure they are best placed to manage behaviour within school.
- Access support for behaviour management where appropriate from heads of department/faculty, pastoral leaders and SLT.

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**7.6 Non-Teaching Staff**

- Promote our school values of KIT.
- Implement the schools' Behaviour for Learning Policy in a consistent and fair manner, including the use of rewards and sanctions.
- Have high expectations of students and establish clear boundaries.
- Model positive/correct behaviour.
- Use the language of 'choice' when challenging students whose behaviour has been unacceptable.
- Separate the conduct from the student (it's the conduct that is unacceptable not the child).
- Take every opportunity to praise and celebrate success whilst being firm but fair with students who do not meet school expectations.
- Be aware of students' individual needs, and adopt an approach which is firm, fair and supportive.
- Avoid conflict by using de-escalation and deflection techniques.
- Take part in mediation with students if necessary and be prepared to give students a fresh start – repair relationships.
- Use planned early intervention with students experiencing difficulty.
- Attend training to ensure up to date with current thinking re individual behavioural needs.

**7.7 Students will be taught to and so can be expected to:**

- Adhere to and promote our school values of KIT.
- Recognise the need for a Schools behaviour for Learning Policy and accept their role in ensuring they contribute to a climate that is conducive to learning.
- Understand and accept the definitions of good and unacceptable behaviour.
- Make the right choices for their own behaviour and accept the consequences of their choices.
- Treat staff and each other with the respect and dignity they would expect for themselves.
- Understand that the use of abusive language is completely unacceptable.
- Understand that aggression or physical violence is completely unacceptable.
- Follow school rules and expectations.

**7.8 Parents/Carers will be expected to:**

- Support our school values of KIT.
- Support the schools ethos and Behaviour for Learning Policy.
- Support the school protocol on the use of mobile phones.
- Support proportionate sanctions applied by the school in relation to the behaviour of their child.
- Ask for support from school or other agencies when required.
- Liaise with school staff when their child's behaviour becomes a concern.
- Ensure that their child meets the required standards in terms of their uniform, hairstyle, jewellery and equipment. (See website)
- Attend parent consultations/meetings with regards to their child's behaviour and/or progress.
- Take an active role in the report monitoring process by reviewing the progress of their child daily should they be on any form of report.

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**8. Positive Learning Environment - Behaviour Management** (Staff and Governors)

As part of the induction process, new staff are provided with regular training on managing behaviour, including training on the topics listed below. Behaviour management also forms part of continuing professional development for all staff.

**8.1 To create a learning environment that is conducive to learning:**

Please refer to the 'Behaviour Curriculum' (Appendix 5).

**8.2 Classroom strategies for dealing with low level disruption include:**

- Use the language of 'choice'.
- Quiet individual intervention – be supportive and corrective.
- Verbal warning and reprimand.
- Follow through with appropriate sanctions and use professional judgement.
- The rearrangement of seating in order to separate the student causing concern from their peers
- Detaining at break or lunchtime. The maximum time should be 10 minutes at break and fifteen minutes at lunchtime. The occasion should be used constructively.
- After school detentions in the first instance should be half an hour in length.
- After school detention requires 24 hours' notice, but does not require permission from parents (see 9.1.1).

**8.3 Curriculum assistance**

- Internal Referral - In some cases assistance could be sought from other members of the department, particularly the Curriculum Leaders, through the internal referral system.
- Departmental isolation - When it is necessary to isolate one (or possibly more) student who could work temporarily with another group.
- When there is a recurrent problem with a particular student, such as lack of equipment or failure to complete homework, then support from a curriculum leader should be sought.
- Students who are continuing to cause behavioural problems could work with an alternative member of staff for a period of time.
- Contact with home should be made as soon as possible for students causing a concern.
- Subject reports should be utilised to accurately monitor student behaviour and inform future interventions.
- Investigate further support in applying the appropriate intervention.
- If faculty interventions are ineffective then support of the Progress Coordinator should be sought.

**8.4 Classroom Teachers should use the red card system (9.1.3) when:**

- The behaviour of the student in internal referral is unacceptable and continues to disturb the learning of others.
- The behaviour of one or more students is seriously disrupting the work of others, or becoming a danger to other students.
- They feel threatened by a situation that they are unable to control.

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- A student verbally abuses or threatens them.
- There is a health and safety risk that they are unable to deal with.
- The student is in breach of the mobile phone policy and is refusing to have their phone confiscated.
- The student refuses to follow the internal referral system.

**8.5 FORM TUTORS should:**

- Follow the standards protocol by: Checking equipment – pen, pencil, ruler, planner and uniform daily.
- Be kept informed of referral incidents through class charts and monitor their tutees.
- Be kept informed about the behaviour of members of their form through incident records.
- Be informed about good and improved behaviour.
- Use the system of form tutor reports when appropriate.
- Contact parents at an early stage when a student’s behaviour is giving cause for concern (also about hairstyles/facial piercings and uniform, and minor bullying/name calling).

**8.6 Behavioural concerns should be referred to PROGRESS CO-ORDINATORS when:**

- A classroom teacher and the Head of Department have not been successful in their efforts.
- A form tutor feels they need help and advice when dealing with a particular student.
- Poor behaviour is displayed by a student across multiple subject areas.
- A senior or middle manager has dealt with an on-call situation, and feels that the incident was sufficiently serious to need follow-up by the Progress Co-ordinator.
- A severe case of bullying is reported by a student or a parent.

**8.7 Behavioural incidents should be referred to a member of SLT when:**

- There is serious and continuous bullying that has not been resolved by the PC.
- When all other forms of support and sanctions have been tried, but with no success.
- When there is immediate physical danger to student and/or staff.
- When there is extreme or persistent rudeness to teachers.
- When a student will not leave a room after being requested to do so.
- When a member of staff requires further advice/support beyond that of a PC or Curriculum leader.

**9. Procedures for students who do not meet expected standards of behaviour**

All incidents should be recorded accurately in class charts in the first instance by the member of staff involved in the incident.

**9.1 Classroom Behaviour Management Procedure**

- Staff should use a variety of classroom management behaviour strategies including a system of warnings/chances to allow a student to correct their behaviour e.g. verbal warnings, temporary removal from seat or classroom etc. (see 6.3 for guidance).

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- A break, lunchtime and up to a 30 minute detention can be actioned by the member of staff at this stage
- Internal referral/red card should be used should the poor behaviour continue to escalate.

### **9.1.1 Detentions Procedure**

Teachers have legal powers to put students on detention and parental consent is not required for detentions.

- A break or lunchtime detention has to be supervised and students must be allowed time to access toilets and/or if on lunchtime offered the opportunity to eat their lunch.
- After school detentions issued on class charts where possible will give 24 hours' notice to students and parents (parental consent is not required for the student to attend the detention).
- In some instances same day detentions e.g. for repeated punctuality concerns, will be issued and communicated to parents/carers via class charts.
- If a parent/carer make special representations then these should be considered – remembering that the school has a legal right to detain a student for a reasonable time. Difficult cases should be referred to HOD, HOF, PC, APC or SLT as appropriate.
- Should students fail to attend a departmental/pastoral 30 minute detention without good reason it must be reissued for 45mins/1 hour in length.
- Should students fail to attend the 45min/1 hour detention then they may be issued with a senior detention.

#### **i. Internal Referral Procedure**

- If the student continues to not meet behavioural expectations then he/she should be sent to internal referral with an alternative departmental member of staff (see departmental rotas).
- The referral should be recorded on SIMS or a referral slip and a copy placed in the relevant folder in the staff room.
- A 30 minute departmental detention should be actioned.

### **9.1.3 Red Card Procedure**

If the student continues to not meet behavioural expectations whilst placed in internal referral and/or presents extreme behaviour in class then the Red Card procedure should be used.

- The Red Card requests a member of SLT.
- Red cards are requested via class charts
- The member of SLT will determine the appropriate procedure including removal of the student who is disturbing the learning of others, or refusing to work in internal referral.

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- The member of SLT will assist if there is a situation that means the class teacher requires support, e.g. complete refusal to leave the room/go to internal referral, violent or extremely aggressive behaviour, a fight in a classroom, or if a student refuses to hand in a mobile phone.
- A one hour DT will follow unless the incident is deemed to be more serious in which case a student could be isolated or excluded.

## **9.2 Non classroom behaviour management procedures**

- There is an expectation that students conduct themselves appropriately at all times with regard to their own and others behaviour and safety.
- If a student does not meet the schools expectations with regards to managing their own behaviour i.e. throwing on the yard, bullying etc. then all staff will use a variety of strategies and sanctions to insure a climate where students are happy and feel safe. (See 6.3.7)

## **9.3 Standards Procedure**

Dealing with students failing to meet 'Standards', i.e. no equipment, no planner, breaches of uniform, trainers, nail varnish, make up (heavy make-up is unacceptable) etc.

Form Tutor responsibility – to monitor, support and challenge students, ensuring standards are maintained. At any point in this procedure it may be appropriate for a FT or PC to contact parents.

- First time without equipment/uniform – reminder – record on class charts.
- Second time without equipment/uniform – Verbal Warning – Record on class charts
- Third time without equipment/uniform – ½ hr 'standards detention'. Record on class charts – Form Tutor to set detention via class charts inform student and PC that student will be attending the 'pastoral detention'.
- Standards detention held every week by PC in their own classroom (supported by APC).
- If situation continues Form Tutor will contact parents to discuss/ask for support.
- The third 'standards detention' – triggers a 'standards letter' and a senior detention from the PC and, if appropriate, PC phones parent.
- If a student continues to fail to meet standards – PC to meet with parents and discuss individual way forward.

## **9.4 Fighting/Assaults**

- Dealt with by member(s) of staff who have observed/intervened in the fight.
- Any injuries should be referred to a first aider.
- Refer to Behaviour Liaison Manager /PC/APC/SLT depending on the severity of the incident.
- Collection of witness statements.
- A decision is to be made regarding consequences
- The sanction under normal circumstances would be isolation, senior detention, suspension or permanent exclusion.

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- A full investigation would take place prior to any decision being made regarding a sanction.
- Communication with the parents of the participants/aggressor/victim should be made.

### 9.5 Truancy

- See Attendance Policy

### 9.6 Dealing with Swearing/Inappropriate Language

- Swearing/inappropriate language in school is completely unacceptable in all circumstances.
- It is important that we have a consistent approach when dealing with swearing and inappropriate language by students. However, consistency does not mean that we react in the same way to every incident.
- If a member of staff hears a student/s swearing or using inappropriate language then it is expected that the student/s are challenged and an appropriate sanction given (see 6.3.7).
- If a member of staff hears a student/s swearing or using inappropriate language in a threatening manner or it is perceived to be act of bullying/intimidation then the student must be referred to PC/SLT/Behaviour Liaison Coordinator.
- If a student swears or uses inappropriate language that is directly at or indirectly to a member of staff then this must be referred to PC/SLT where the sanction under normal circumstances would be a Suspension or Isolation depending on the severity of the incident (a full investigation would take place prior to any decision being made).

### 9.7 Bullying and Hate Crimes

The Heath School is committed to ensuring that every member of the school community is safe from bullying and are able to participate in school life to the full.

Students and staff at The Heath have the right to be:

- treated with respect, courtesy and kindness at all times
  - accepted and valued as an individual
  - safe and secure in school, during extra-curricular activities and between school and home
- 
- **Bullying** is behaviour by an individual or group, usually repeated over time, that intentionally harms another individual or group physically or emotionally.
  - **Hate crimes** are any incident that constitute a criminal offence that is perceived by the victim or any other person as being motivated by prejudice or hate.
  - Any member of staff witnessing or receiving allegations of bullying or hate crimes are to report the incident to an appropriate member of staff.

(for further guidance please refer to the anti-bullying policy).

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**9.8 LOTC (Learning Outside the Classroom) AP (Alternative Provision) and work placements**

- During all school coordinated off site activities or whilst students are on Alternative Provision or work placements, the expectations of students' behaviour and conduct are the same as if they were on site.
- School rewards and sanctions also apply.
- All staff are to follow agreed procedures for visits and trips (see data zone).
- Should an extreme behavioural incident occur contact the pre-arranged member of SLT for support and guidance.

**9.9 Off-Site (Not under school supervision)**

- The rules include, as far as it is reasonable, measures to regulate behaviour outside of the school premises when students are not in the charge or control of a member of staff.
- Teachers have a statutory power to discipline students for misbehaving outside of school premises. Section 89 of the Education & Inspections Act 2006 gives power to regulate student behaviour "to such an extent as is reasonable". Poor behaviour and bullying will result in detentions or if repeated internal isolation and in some extreme cases exclusion from school. Poor behaviour on buses will result in warnings being given and if poor behaviour continues, students can be banned from using the buses.
- Should any member of staff discipline a student for an incident off-site please inform the Principal at the earliest opportunity.

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**9.10 Searching Students**

- As a school we comply with the Searching, Screening and Confiscation advice and guidance. DfE 2022.
- The Head of School and authorised staff have a statutory power to search students or possessions, **without consent**, where they suspect a student has a **prohibited** item

**The list of prohibited items is:**

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
  
- tobacco and cigarette papers
- fireworks
- pornographic images.

The Head of School and authorised staff can also search for any item **banned** by the school.

**The list of banned items is:**

- Aerosols
- Mobile phones/other electronic devices
- Multiple sweets/drinks/chocolate/crisps (for the purpose of 'selling')
- Energy drinks
- Electronic cigarettes (Vapes)
- Vape liquid

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Searches will only be carried out by members of staff who has been authorised to do so by the Head of School or by the Head of School themselves, ensuring that consistency in procedures are maintained. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Principal or Vice Principal in charge of behaviour to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules as banned.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system of CPOMS.

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### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Informing parents of searches for banned items will be done where necessary and a case by case basis.

#### **9.11 Confiscation of Prohibited/Banned Items**

- School staff can seize any **prohibited** item found as a result of a search.
- School staff can also seize any item, however found, which they consider **harmful or detrimental to school discipline**.
- The school will use its discretion to confiscate, retain and/or destroy any item found as a result of a 'with-consent' search so long as it reasonable in the circumstances. **Alcohol, tobacco and drugs** will not be returned to the student.
- Where a confiscated article is thought to be a **weapon** it must be passed to the police.
- Where **controlled drugs** are confiscated they will either be disposed of or delivered to the police.
- Other confiscated **non-controlled drugs such as 'legal highs'** will either be disposed of or delivered to the police.
- Confiscated **stolen** items will be delivered to the police or returned to the owner.
- Confiscated **fireworks** will be retained, disposed of and not returned to the child.
- Confiscated **pornographic images** will be disposed of unless it is necessary to pass images to the police. Images found on a mobile phone or other electronic device will be deleted unless it is necessary to pass to the police.
- Where an article that has been (or could be) used to **commit an offence or to cause personal injury or damage** to a property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item that is **banned** under the school rules they will take in to account all relevant circumstances and decide whether to return it to its owner, retain it or dispose of it.
- When a **mobile phone** or other electronic device is confiscated it will be stored in the school safe and returned to the student on the Friday following the confiscation **or** on the following Friday when the confiscation takes place on a Friday.
- Any **weapons** or items which are evidence of an offence must be passed to the police as soon as possible.

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### 10. Use of Reasonable Force

As a school we comply with the Use of Reasonable Force guidance DfE 2013.

Reasonable force is controlling or restraining with no more force than is necessary. This covers blocking a student's path, leading or guiding, to breaking up a fight.

All members of school staff have a legal power to use reasonable force, however where possible the members of staff trained to a higher level in the use of reasonable force/restraint should be used.

#### 10.1 School can use reasonable force to:

- Remove a disruptive student from a classroom when they have refused instructions to leave the classroom, when to remain it could risk the safety of others or be detrimental to behaviour in the classroom and prevent the learning of others.
- Prevent a student leaving the classroom where allowing the student to leave could risk their own and others safety or disrupt the school learning environment.
- Prevent a student behaving in a way that disrupts a school event or a school trip/visit.
- Prevent a student from hurting a member of staff or other students.
- Stop a fight.
- Restrain a student who might harm themselves.

#### 10.2 School cannot;

- Use force as a punishment.

Reasonable force can be used to conduct a search for **prohibited** items (see 9.10)

Force cannot be used to search for items **banned** under school rules.

- The Heath School has a legal duty to make reasonable adjustments for disabled children and children with special educational needs.
- The Heath School does not require parental consent to use force on a student.
- Following the use of reasonable force The Heath School will contact parents.

#### 10.3 Other Physical contact with students

- It is not illegal to touch a student. There are occasions when physical contact other than reasonable force, with a student is proper and necessary.
- Examples of where touching a student may be proper or necessary:
  - When a student is being congratulated or praised.
  - Comforting a distressed student.
  - When demonstrating how to use a musical instrument.
  - Demonstrate exercises or techniques during PE lessons or other sports coaching.
  - To give first aid.

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### **11. Exclusions**

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Principal will consider alternative sanctions before deciding to exclude a student from school whilst considering the individual needs of the student. Where a permanent exclusion is warranted then school work will in partnership with parents and the Local Authority to ensure the continuity of the student's education.

#### **11.1 Key Points**

- The Government supports the Principal in using exclusion as a sanction where it is warranted.
  - Exclusions must be lawful, rational, reasonable, fair and proportionate.
  - Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
  - The decision to exclude a student must be lawful, reasonable and fair.
  - The Heath School has a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race (Equality Act 2010).
  - The Heath School will give particular consideration to the fair treatment of students from groups who are vulnerable to exclusion.
  - The behaviour of students outside school can be considered as grounds for exclusion.
  - The Principal and Governing Body will take account of statutory duties in relation to special educational needs (SEND) when administering the exclusion process. This includes having regard to the SEND Code of Practice.
  - The Principal has the power to direct a student off-site for education to improve his or her behaviour.
  - Prior to making a decision to exclude the Principal will take into account factors highlighted in the statutory guidance (see DfE Exclusion from maintained schools, Academies and student referral units in England 2016).
- 
- **For more information on exclusions please see The Heath Exclusion Policy**

### **12. Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

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- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **12.1 Mid-Year Admissions**

When a student transfers to The Heath School every attempt will be made to ensure a smooth transition by considering the academic, pastoral and SEND needs of the student in order to give them the best opportunity to succeed. The Heath School will liaise with the student's current school in order to ensure all relevant data and information is collected and used in this process.

### **13. Malicious Allegations against Staff**

Where a student makes an allegation that proves to be false and with malicious intent the school will consider what actions to take that can include fixed term and permanent exclusion.

Where allegations are deemed to be malicious and this constitutes a criminal offence further consideration must be given to referring the matter to the police.

### **14. Associated Policies**

This behaviour policy works alongside associated policies and protocols such as:

- Anti-Bullying Policy.
- Safeguarding
- Attendance Policy
- Trips and Visits Policy.
- E-Safety policy
- Acceptable Use Policy
- Staff code of conduct policy.
- Managing allegations against staff.
- Exclusion policy

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**15. Reference documents.**

Behaviour and discipline in schools DfE Feb 2022

Education and Inspections Act 2006

The Equality Act 2010

Exclusions from maintained schools, Academies and pupil referral units in England 2016

Use of reasonable force July 2013

Searching, screening and confiscation 2022

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Appendix 2 - Home School Agreement

**Please read this document and sign below.**

**The School agrees to:**

- Care for your child's safety and happiness
- Ensure that your child has the opportunity to achieve his/her full potential as a valued member of the school community
- Let parents know, in good time about any problems or concerns which are affecting your child's work or behaviour
- Provide a balanced curriculum meeting the needs of your child and set appropriate home based tasks
- Aim for high standards of work and behaviour by building good relationships and developing his/her sense of responsibility
- Keep you informed about school matters in general through the newsletter and your child's progress in particular
- Encourage, reward and celebrate the success of your children
- Protect your child and members of the school community by having a strict mobile phone policy

**The Student agrees to:**


- Attend school regularly, on time and properly equipped
- Be polite, helpful, showing respect to others and their property
- Wear the correct school uniform and be smart in appearance
- Make sure I follow the school standards with regards to my hairstyles and makeup.
- Do all my classwork and homework as well as I can
- Follow the school's expectations and take PRIDE in The Heath
- Keep the school free from litter and graffiti
- Deliver to my parents letters or information which I am asked to take home
- Keep any mobile phones switched off during the school day and appreciate that carrying it openly or it being seen means risking confiscation


**The Parents/Carers agree to:**


- See that my child goes to school regularly, on time and properly equipped
- Ensure that he/she wears the correct school uniform
- Make the school aware in good time of any concerns or problems which might affect his/her work or behaviour and provide notes to explain absence
- Support the school's policies and guidelines for behaviour and sanctions
- Support my child in homework and other opportunities for learning at home or outside the school
- Attend parents' consultations and discussions about my son's/daughter's progress
- Keep the school up to date on matters such as addresses and telephone numbers
- Reply as necessary to letters and messages from the school
- Phone the school switchboard if we need to get a message to your child

### Appendix 3- Language for Learning


#### Strategies for closing the learning gap


 **The language of success:** This means giving students the message that you have confidence in them and in their abilities. For example, saying to a student ‘*I know you can.....*’ is far more encouraging than saying ‘*I think you can .....*’

 **The language of hope:** Ban phrases such as ‘I can’t do this’. Instead, encourage students to adopt the attitude ‘I can do it and I’ll need some help’. Display phrases such as ‘you can do it. What help do you need?’


 **The language of possibility:** Students often put limits on what they think is possible, believing that in some way a task or even a subject is beyond their capability. They may describe their supposed inabilities with phrases such as ‘I’ll never be any good at maths’ or ‘I always mess up science experiments’. Unsurprisingly, their belief affects their motivation and their commitment to learning. By careful choice of language, teachers can create a climate of greater possibility, which will influence students’ views of themselves.


#### Support your words


 The following strategies can also help create a better climate for learning.


 Smile often. It promotes confidence.

 Use open and welcoming body language


 Although you cannot speak to every student individually every lesson, over time try to notice and say something positive about each of them.


 Make eye contact with students, especially as they are answering questions.


 Use polite language to model the tone of responses you expect.

 Use names frequently in affirmative ways, for example ‘Tom gave two of the really important points in that answer and backed each one up with an example’. Avoid pointing.

 Try to keep your voice pitched low and avoid shouting.

 Try to use praise, frequently but not indiscriminately. Reward progress towards and achievements of targets. Students will value the praise if it is clear that it is deserved because of their efforts or achievements. Students in challenging classes tend to respond more positively to praise given directly to them if work is also acknowledged more publicly.

 Encourage students to be supportive of each other, to listen and respond with respect, for example by using structures such as ‘I agree with Tom that..... however, I think that.....’

 Avoid putting students on the spot. Use strategies to ensure students feel ‘safe’ to answer – for example, extending wait time (try to count eight before expecting an answer); using ‘think, pair, share’; prefacing challenging questions with ‘This is a really difficult question so I’m going to ask several people and then we’ll try to construct a best answer together’.

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**Appendix 4 - Behaviour Management Strategies**

Teacher techniques	Details
Choice	Gives students some control over a situation, which is less likely to initiate point-blank refusal. Examples include: <i>'I want you to get on with your work or (consequence), it's your choice'.</i> <i>'Are you choosing not to follow our rules on ..... ?</i> or <i>'Sit over here or next to Peter</i> (implicit choice).
Take-up time	Allows students not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow students time to comply. Examples include: <i>'Could you open your book and start work now, Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any'.</i>
Partial agreement	Deflects confrontation with students by acknowledging concerns, feelings and actions. Examples include: <i>'Yes, you may have been talking about your work but I would like you to.. ..'</i> <i>'Yes, it may not seem fair but.....'</i>
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, <i>'When you have finished your work, then you can go out'</i> than <i>'No, you cannot go out because you have not finished your work'.</i>
Privately understood signals	Draws the class together and builds in sharing times. Examples include: Clapping your hands gently twice; or standing next to a 'learning zone' poster in the room. An individual student may recognise a gesture from the teacher as a reminder to concentrate on work.
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the student and not the behaviour. Ignore the 'target' student but praise the nearby student. If target students change their behaviour, praise them. Examples include: The teacher may say to nearby student: <i>'Well done. You have remembered to put your hand up to answer a question'.</i>
Redirect behaviour	Reminds the students what they should be doing and avoids getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task. Examples include: <i>'Okay, Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books.'</i>
Consequences and sanctions	Needs to be in line with school Protocol and be implemented clearly and consistently. Examples include: <i>'Remember the school rule, Phil. If you are late for lessons without a pink slip you make up the time at lunchtime. It's there on the poster to remind us all'.</i>
Deferred consequences	Deals later with a student who is misbehaving and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome. Examples include: <i>'I'd like to sort this out, Amy, but we can't do it now. I will talk with you at 10:30'.</i>

Appendix 5 – Behaviour Curriculum

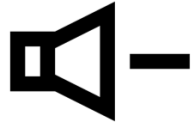
# How we...enter classrooms

We apply the behaviour system (as is currently expected) **including positive framing and spotlighting**

**Spotlighting, positive framing and verbal reminders**



We arrive **promptly**. We should move between lessons swiftly so as to maximise the opportunities to learn. We should not gather between lessons or go to the toilet. As we enter the classroom we should move to our seats (or handing resources out) as promptly as possible.



We enter **the classroom quietly**. We should be looking to support a swift start to the lesson. We should be preparing our thoughts for this subject and preparing ourselves for a challenging lesson.



If this is a subject with potential **practical** activities (e.g. Science, Technology etc.) we will **queue up calmly**, in **single file**, along the corridor.



We always **kindly greet our teacher**. We will greet our teacher e.g. "good morning / afternoon" " Hi Miss, how are you?" etc.



We check that we have the correct standard of **uniform**. We should **respond courteously** to any adult who challenges any uniform issues.



We will sit where the **seating plan** on **ClassCharts** states we should be sat. If our teacher updates our seating plan we will respond kindly and sit where asked.



We will **hand out any resources if asked to by the teacher**. We will do so swiftly.



We will place our **bags under our desks** and have all the necessary **equipment** for that lesson out **on the desk** in front of us.



As soon as we have our books, we write the **date (in full e.g. 25th December 2024) and title**, underline both with a ruler and **begin the connect activity**.



If a **connect activity isn't ready**, we will look back through previous pieces of work to remind ourselves about what we have been learning about recently.



If we have a **question for our teacher, or need to inform them of something**, we will raise our hand and wait in silence.

# How we...communicate in class



We **only talk when the teacher signals** for us to do so. Talking about your thinking is essential, but this must be structured and focused. Off-topic talk distracts others and causes those talking off-topic to not pay attention to the material they should be trying to learn.



We **never shout out**. If we have a question, then we **put our hands up** and wait patiently.



We **sit up straight**, avoiding slouching and never putting our head on the desk. The teacher should be able to see what we are looking at and be able to read your facial expressions (this helps us to judge how you are feeling).



We **don't automatically put our hands up to answer a question**. We will be asked for our responses by our teacher and, because we will have thinking time, we will be expected to provide a response. Our teachers may ask us to put our hands up for specific questions / reasons (e.g. to see if anyone has anything to add to a discussion).



When asked to give an answer we always respond **in full sentences**.



We make an exerted effort to communicate **kindly** in our **facial expressions, tone of voice** and **body language**.



We **listen when others have been selected to share their thinking**. We should be able to respond to what the student has said.



We **never talk over others**. The teacher will decide who is contributing to the lesson, this will be done for very specific reasons to support learning.



We will express **positivity in the face of challenge**. Learning is difficult and so we must not perceive challenge as something to be avoided. Through how we communicate, in the face of challenge, we can build a **culture** that supports **tenacity**.

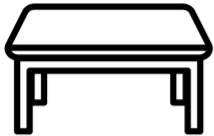
## How we...leave the classroom



Once the teacher signals that the lesson has finished, we should **pack any equipment** (pens etc.) away into our bags / blazers.



We will **pack classroom resources** (glue, textbooks etc.) away



We make sure our **desks** are **clear**.



We signal we are ready to be dismissed by **sitting behind our desks** (which should be clear) with **bags on the floor**.



We check that our **uniform** is of the standard expected.



The teacher will **dismiss groups** at a time. When we are dismissed, we will either tuck our chairs under our desks or (if instructed) place them on top of tables.



When dismissed we will leave the classroom quietly, **thanking our teacher** for the lesson.

## How we...move around the school



We **walk with purpose**, making sure we arrive **on time** for our next lesson.



We **leave a room safely** and we are **aware of others** using the corridor.



We take **pride in our uniform**, we ensure our coats are off, blazers are on and shirts are tucked in.



We **walk on the left** of the corridor and where there are busy points we ensure we walk in **single file**.



We may walk with our **friends** but **do not wait outside classrooms for them**, we meet them in the yard or refectories at break time.



We **walk carefully** when passing the **balcony areas**, we do not stop and speak to students on other floors.



We **talk at a sensible level**, we do not raise our voices and respect those around us.



We are **polite**, we **hold doors open** for others and **greet** adults, students and visitors to the school.



We are **organised**, we make sure we know our timetable for the day and take the **shortest journey** to our next lesson.