

Positive Discipline Policy

Behaviour and Rewards Policy and statement of behaviour principles

Written by	Senior Deputy Head		
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Adopted by Governors	Autumn 2022		
Reviewed by	Assistant Head - Behaviour	Date	Summer 2026
Next Review Date	Summer 2027		

Behaviour at Headlands

How we behave in lessons and around school, and what happens if things go wrong.

Pride
Showing pride in yourself

Aspire
Aspiring to be better

Respect
Respecting one another

IN THE CLASSROOM

So everyone can learn

STEP	WHAT IT MEANS	FOR EXAMPLE
1 **Chance to change**	A reminder to put things right yourself before anything goes on record.	Talking out of turn, being off task, distracting others.
2 **First comment**	You carried on after your chance to change. Stop and think about it.	Still talking out of turn, off task or distracting others, or swearing.
3 **Second comment**	The behaviour is still happening. Another chance to stop and think.	Keeping on talking, being off task or distracting others.
4 **Remove room**	You move to another room to reflect, so others can keep learning.	Carrying on after your second comment.
5 **E-Cover**	A senior member of staff collects you and takes you to Return to Learn.	Refusing to go to remove room, or putting other people's safety at risk.

MOBILE PHONES

Not seen, not heard.
From the moment you arrive at the gate until you leave.

If staff see or hear your phone, they will take it and lock it in the safe.

Need to speak to your parents? Go to Student Services and they will help.

LATENESS

Being late to school or a lesson is marked on the register.

2 late to school

or

5 late to lessons

means an after-school detention.

UNIFORM

Blazer	Black, with the school logo
Tie	Headlands tie, black with a red stripe
Shirt	Plain white with a collar, tucked in
Trousers	Plain black, must have pockets
Shorts	Black or grey tailored, summer term only
Skirt	Grey, pleated, to the knee
Shoes	All black and flat. No boots or heels.
Jewellery	One pair of small studs and one wrist watch
Make-up	Keep it natural and light

NOT ALLOWED

Blusher · Contour · Eyeshadow · Lipstick · Lip liner · Eyeliner · Eyebrow pencil · False eyelashes · Nail polish · False nails · Fake tan



ATTENDANCE

		Days missed / year
100%	Perfection	0 days
98%	Impressive	4 days
96%	Good	7 days
95%	Nearly there	9 days
94%	Needs to improve	11 days
90%	Concerns	20 days
85%	Serious concerns	30 days

SANCTIONS

Detention

You get one for 4 comments in a week, a one-off incident, or being late too often (more than once to school, or more than 4 times to lessons, in a week). You will think about what led to it.

Return to Learn

You spend time out of normal lessons. This happens after 6 or 8 comments in a week, being removed from a lesson, or a more serious incident.

Internal Exclusion

For serious behaviour, including getting 10 comments.

Suspension (FTS)

For very serious behaviour. You are suspended from school for a number of days. This is the last step before permanent exclusion.

Purpose and Objectives

1. **Define Unacceptable Behaviour:** Clearly define and communicate unacceptable behaviours, including bullying and discrimination.
2. **Awareness and Responsibility:** Ensure students, parents, staff, and governors understand the aims and objectives of this policy and their individual responsibilities.
3. **Promote a Positive Environment:** To promote a positive learning environment throughout all areas of the school, ensuring learning can be effective and students and staff feel safe, secure and respected.
4. **Minimise Disruptions:** To provide a positive learning experience free from disruption, ensuring that disruption to learning is not tolerated by all (staff, students and parents)
5. **Behaviour Accountability:** To ensure that students recognise that they are responsible and accountable for their behaviour, and they make clear choices regarding their behaviour
6. **Communicate Consequences:** To ensure that students recognise that there are clear consequences for their behaviour choices.
7. **Parent Communication:** Maintain timely and appropriate communication with parents and carers to celebrate positive behaviours and manage negative ones.
8. **Support Student Needs:** Celebrate our Nurture School status by supporting the diverse needs of students.

Principles

1. **Behaviour Choices:** Students will understand the impact of their behaviour choices on their own learning and that of others.
2. **Rewards System:** Provide relevant rewards for students from Years 7 to 13 to encourage positive behaviour.
3. **Recognition of Positive Behaviour:** Emphasise recognising, celebrating, and rewarding positive behaviour to create a positive school ethos.
4. **Clear Consequences:** Ensure students, parents/carers, and staff understand the consequences of behaviour that disrupts learning.
5. **Consistent Expectations:** Maintain a core set of behaviour expectations displayed throughout the school.
6. **Restorative Practices:** Apply restorative practices to promote positive behaviours and outcomes.
7. **Consistent Application:** Ensure consistent application of rewards and sanctions according to the policy.

Legislation, statutory requirements and statutory guidance

This Policy is based on advice from the Department for Education (DfE):

- Behaviour and discipline in schools: advice for Headteachers and school staff, 2016
- Behaviour in schools: advice for Headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It also aligns with the Special Educational Needs and Disability (SEND) Code of Practice.

Definitions

Misbehaviour includes:

- Disruption in lessons and common areas
- Non-completion of work
- Poor attitude
- Incorrect uniform
- Failure to meet school expectations

Serious Misbehaviour includes:

- Repeated rule breaches
- Bullying
- Sexual violence or harassment
- Vandalism, theft, fighting
- Smoking and vaping on school premises
- Discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Drug paraphernalia
  - Stolen items
  - Tobacco, cigarette papers and E-cigarettes/Vapes
  - Fireworks
  - Pornographic images
  - Mobile Phones
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Positive Discipline

Positive Discipline focuses on:

- Rewarding effort and that all students enjoy being rewarded
- Providing clear behaviour guidelines
- Ensuring effective communication between teachers, parents/carers, and students

Relational Practice

We are committed to a positive and inclusive learning environment through relational practice, emphasising:

1. **Mutual Respect:** Respect among students, staff, and themselves.
2. **Effective Communication:** Open, transparent communication and constructive conflict resolution.
3. **Positive Role Modelling:** Staff and student leaders as positive behaviour role models.
4. **Inclusivity:** Creating a welcoming environment where all students feel valued and accepted.

The Student Planner

The Student Planner is central to communication between school and parents/carers. It must not be personalised, and lost or damaged planners need to be replaced at a cost of £5.00.

Bullying

Bullying is repetitive, intentional harm involving an imbalance of power. It can be:

- **Emotional:** Excluding, tormenting
- **Physical:** Hitting, taking belongings
- **Prejudice-based and discriminatory:** Targeting race, faith, gender, sexuality, disability
- **Sexual:** Inappropriate comments or physical attention
- **Verbal:** Name-calling, spreading rumours
- **Cyber-bullying:** Online harassment

Our approach to preventing and addressing bullying is detailed in our Anti-Bullying, Discrimination, and Harassment Policy.

Roles and Responsibilities

All Staff: Promote and maintain outstanding behaviour and inclusion with parental support.

Governing Body: Review and approve the behaviour policy and principles and monitor their effectiveness.

Headteacher: Review and approve the policy, ensure a positive school environment, and oversee consistent implementation of rewards and sanctions.

Deputy Headteacher: Support the Headteacher, ensure new staff understand the policy, and promote consistent application of behaviour management strategies.

Senior Staff

The senior leadership team is responsible for:

- Conducting daily duties and climate checks to ensure a positive school environment.
- Providing hotspot support around the school and within curriculum areas.
- Managing all teams in the school and overseeing the implementation of the Positive Discipline Policy.

Staff Responsibilities

Staff members are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Consistently implementing the Positive Discipline Policy.
- Communicating the school's expectations, routines, values, and standards through teaching and interactions with students.
- Modelling expected behaviour and positive relationships.
- Providing personalised approaches to address the specific behavioural needs of students.
- Reflecting on their behaviour's impact on the school culture and upholding school rules and expectations.
- Recording behaviour incidents accurately and promptly on Edulink.
- Challenging students to meet the school's expectations.
- Recognising, praising, and rewarding students as per the agreed policy.
- Applying identified sanctions consistently without negotiation or debate.
- Ensuring the Student Planner is understood and followed by all students, teachers, and parents/carers.

The senior leadership team will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers should:

- Familiarise themselves with the Positive Discipline Policy and reinforce it at home where appropriate.
- Support their child in adhering to the Positive Discipline Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Support and take an interest in their child's home learning, monitor Edulink, and provide a place to work at home.
- Moderate their child's use of social media, especially if they are under 16.
- Discuss any behavioural concerns with the school promptly to support the progress and welfare of their child.
- Participate in pastoral work following misbehaviour (e.g., attending reviews of specific behaviour interventions).
- Raise any concerns about behaviour management directly with the school, while continuing to work in partnership.
- Support all school policies.

The school will work to build a positive relationship with parents and carers by keeping them informed about their child's behaviour and the school's policies, collaborating to address behavioural issues.

Students

During their induction into the behaviour culture, students will be informed about:

- The expected standard of behaviour at school.
- Their duty to follow the Positive Discipline Policy.
- The school's key rules and routines.
- The rewards for meeting behaviour standards and the consequences for not meeting them.
- The pastoral support available to help them meet behavioural standards.

Students will receive repeated sessions as needed and provide feedback on their experience to support the policy's evaluation and improvement.

School Behaviour Curriculum

Students are expected to:

- Adhere to school rules.
- Behave in an orderly and self-controlled manner.
- Complete all classwork and homework to the best of their ability.
- Show respect to staff and peers.
- Allow all students to learn without disruption.
- Move quietly around the school, following designated areas.
- Treat school property with respect.
- Accept sanctions when given.
- Refrain from behaviour that brings the school into disrepute, including outside school.
- Follow the policy on mobile phone and electronic device use.
- Abide by the Uniform Policy.
- Report any issues to the pastoral team.

Mobile Phones

The school's approach to mobile devices including, but not limited to, mobile phones is outlined within the mobile device policy.

Readiness to Learn

Students must come to school fully prepared for their daily learning activities. This includes bringing the following items:

- A black or blue pen
- A red pen
- Their student planner
- Headlands School PE kit (for PE lessons)
- Gripped socks (for drama/gymnastics lessons if they prefer not to be barefoot)
- Apron (for Technology lessons)

If students are missing any of these items, they will be provided during tutor time or at the start of each lesson. However, students will receive a comment on the system for being unprepared. While this comment does not carry a behaviour point, accumulating 10 of these comments will result in a detention.

Responding to Behaviour

Classroom Management

Teaching and support staff are responsible for setting the tone for positive behaviour by:

- Creating and maintaining a stimulating environment.
- Displaying Positive Discipline Posters.
- Developing positive relationships with students by:
    - Greeting students in the morning/at the start of lessons.
    - Establishing clear routines.
    - Communicating behaviour expectations non-verbally.
    - Highlighting and promoting good behaviour.
    - Concluding the day positively and starting the next day afresh.
    - Having a plan for dealing with low-level disruption.
    - Applying rules, rewards, and sanctions consistently.

Safeguarding

Changes in behaviour may indicate that a student needs help or protection. The school will follow the Child Protection and Safeguarding Policy and consider appropriate support or referrals.

Responding to Good Behaviour

Positive behaviour will be recognised and rewarded through:

- Stamps in Student Planners and entries in Edulink.
- Routine Stamps collated and logged weekly.
- Super Stamps for exceeding expectations.
- Character Cards for demonstrating weekly character traits.
- Student Postcards sent weekly by staff.

Responding to Misbehaviour

When behaviour falls below standards, staff will:

- Restore a calm and safe learning environment.
- Challenge misbehaviour consistently, fairly, and proportionately.
- Use de-escalation techniques to prevent further issues.
- Consider support measures to help students meet behaviour standards in the future.
- Apply sanctions while considering the student's personal circumstances.

Walking away from staff / requiring Ecover

Occasionally, students may choose to walk out of a lesson without permission, walk away when a staff member is directing them to another room, or need to be Ecovered from a classroom. Such actions will result in 2 periods and a social time in Return to Learn.

If students need support from a member of the pastoral team, they should ask the staff member to request a callout and wait for assistance to arrive.

Classroom teachers may use on of the following sanctions for misbehaviour:

	Chance to change	The "first chance to change" is an unrecorded prompt to correct behaviour. Staff should say, "this is your first chance to change," allowing students time to adjust before escalating.	No further action
	1st comment	If misbehaviour continues, a first comment is issued and recorded in the Student Planner and on Edulink. Staff should use the phrase, "this will be your first comment" and explain the misbehaviour. Students may be moved within the room and given time to respond.	No further outcome
	2nd comment	Persistent misbehaviour leads to a second comment, this is also recorded in the Student Planner and on Edulink. Staff should use the phrase, "this will be your second comment" and clarify the misbehaviour. Students should have time to adjust before further action.	
	Department remove	If disruption continues after this, the student is removed from the classroom. This is recorded in the Student Planner and on Edulink. The student will work in silence in another location within the department. The referring teacher ensures the student has work to complete and debriefs them as soon as possible. This is logged on Edulink and carries a further behaviour point.	
	ECover	In severe cases, a student may be moved directly to ECover, bypassing previous steps. Typically, this involves students who have exhausted previous chances and continued to disrupt or refused to go to the department remove room. They will be placed in the RTL room, with senior staff deciding the duration based on the incident. This is recorded in the Student Planner and on Edulink, aiming to prevent further incidents that day.	2 periods + social time in RtL

Physical Intervention

In some circumstances, staff have a duty to use reasonable force to **prevent** students committing an offence, causing injury or damage to themselves, other people or property or causing disorder. Reasonable force covers a range of interventions that involve physical contact with students

Physical intervention should only be used as a last resort and when all other strategies have failed.

Refer to the Restrictive Intervention Policy for use of restrictive intervention with students.

Sanctions

Detention

Teaching staff and Year Leaders (YL) / Pastoral Managers, authorised by the Headteacher, can issue detentions during break or after school. The school decides if parental notification is necessary for detentions during school time. While legally not required to inform parents about after-school detentions, the school will send a message as a courtesy.

When imposing a detention, the school considers:

- Student's safety
- Conflicts with medical appointments
- Safe travel home
- Interruptions to caring responsibilities

Detentions focus on behaviour, not the individual. Staff will clearly communicate the reason for the detention. Ideally, the staff member issuing the detention will use the time to restore a positive relationship and prevent repeat behaviour. Each lesson should start with a "clean slate," emphasising rewarding positive behaviour. However, any ongoing strategies to improve behaviour, like being on report or assigned seating, will remain in place as needed.

After-School Detentions

- **Recording**: The reason will be recorded in Edulink and, where possible, the Student Planner.
- **Cause**: These detentions result from inappropriate behaviour around the school, repeated lateness, non-completion of SPARX homework, repeated readiness to learn comments, repeated uniform comments, or receiving 4 comments in a week, lasting no less than 30 minutes.
- **Notification**: Parents will be notified via Edulink when the detention is assigned.
- **Parental Engagement**: Parents should ensure the school has current contact details. If a student has a medical appointment, parents must inform the school to reschedule the detention. Students cannot reschedule detentions themselves.
- **Absence**: If a student is absent on the scheduled day, the detention will be rearranged.
- **Escalation**: Failure to attend a detention when being escorted by teaching staff will result in a period of time removed from the curriculum.

Return to Learn

- **Reasons**: Disruptive behaviour resulting in behaviour points in a week, ongoing investigations, writing incident statements, cooling down, or being removed from lessons / walking away.

- **Sanction**: RTL is a serious sanction that removes students from regular classes and social times.
- **Supervision**: The RTL room is supervised, and students work on assignments set by their teachers.
- **Lunch Arrangements**: Students eat lunch in the room and must hand in their mobile phones, which are secured until the end of the day.
- **Daily Schedule**: RTL runs from 8:30 am to 2:45pm.
- **Access to Learning**: Students access lesson content via Google Classroom.
- **Late Arrivals**: Arriving after 9 am without a valid reason results in repeating the sanction.
- **Recording**: Completion of RTL is recorded in SIMS.
- **Non-Attendance**: Refusal to attend RTL will prompt parental contact and potential suspension.

Internal Exclusion

Internal Exclusions, determined by the school, are serious sanctions between Fixed Term External Suspension and RTL. They aim to address serious or persistent breaches of the Positive Discipline Policy, including:

- **Types of Misconduct**: Physical violence, inciting violence, bullying, prejudiced or foul-mouthed verbal abuse, refusal to comply with RTL expectations, abuse of staff, persistent truancy or disruption, persistent uniform breaches, or 10 behaviour points in a week. This list is not exhaustive.
- **Duration**: Internal Exclusion lasts at least 1 day, with no maximum period.
- **Parental Notification**: Parents are promptly informed of the duration and reasons by the Year Leader / Edulink.
- **Logistics**: Mobile phones are securely stored, and students eat lunch in the exclusion area or bring a packed lunch.
- **Consequences of Non-compliance**: Failure to complete Internal Exclusion may escalate to External Suspension.

Suspension and Permanent Exclusion

Suspension and Permanent Exclusion are used for serious incidents or persistent poor behaviour unresponsive to in-school sanctions and interventions. The Headteacher makes these decisions as a last resort. Refer to the Suspension and Exclusion Guidance Policy for details.

Confiscation and searches

Confiscation

- **Prohibited Items**: Confiscated items will not be returned.
- **Other Items**: Items detrimental to school discipline will be returned after discussion with senior leaders and parents, if appropriate.

Searching a Student

- **Authorisation**: Searches conducted by staff authorised by the Headteacher.
- **Procedure**:
    - The searcher and witness must be the same sex as the student.
    - Students will not be required to remove clothing other than outer garments.
    - Reasonable force may be used if necessary.
- **Exceptional Circumstances**: A search can be conducted by staff of a different sex without a witness if there's an urgent risk of harm and no alternative is practicable.

- **Reporting**: Any search without a witness must be reported to the Designated Safeguarding Lead (DSL) immediately with a written record.
- **Preparation**: Staff must explain the reason, process, and location of the search, and seek the student's cooperation.

Search Locations and Scope

- **Premises**: Searches take place on school premises or where staff have control of the student, such as on school trips.
- **Consent**: Students' possessions can be searched with their consent. Without consent, searches are limited to prohibited items or those specified in school rules.

Informing the DSL

- **Incidents**: Staff must inform the DSL of incidents involving suspected possession of prohibited items or any revealed safeguarding risk.
- **Documentation**: All searches, even those revealing no items, must be recorded in the school's safeguarding system.

Informing Parents

- **Notification**: Parents are informed of searches for prohibited items, including details of the search, findings, confiscated items, and actions taken.

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 Designated Safeguarding Lead (or deputy) or pastoral lead, to try to determine why the student is refusing to comply.

An authorised member of staff may search a student's outer clothing, pockets or possessions. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots
- Bags
- Coats
- Blazers

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by Police Officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Off-Site Misbehaviour

Sanctions may apply if a student misbehaves off-site while representing the school. This includes:

- Participation in school-organised or school-related activities (e.g., school trips)
- Traveling to or from school
- Wearing school uniform
- Any situation where the student is identifiable as a school student

Off-Site Misbehaviour will result in sanction if it:

- Could disrupt the orderly running of the school
- Poses a threat to another student

- Adversely affects the school's reputation

Online Misbehaviour

The school may issue behaviour sanctions for online misbehaviour under the following circumstances:

- Poses a threat or causes harm to another student
- Could disrupt the orderly running of the school
- Adversely affects the reputation of the school
- The student is identifiable as a member of the school

Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the school will assess whether to report the incident to the Police. The school will endeavour to preserve relevant evidence during this assessment. Should a report be made, it will be handled by a member of the senior or pastoral leadership team. The school will cooperate with Police actions while conducting its own investigation and applying internal sanctions, provided they do not conflict with Police procedures. The Designated Safeguarding Lead (DSL) will also consider reporting to children's social care if deemed necessary.

Zero-Tolerance Approach to Sexual Harassment and Violence

The school takes all incidents of sexual harassment and violence seriously and ensures they are appropriately addressed without exception. Students are encouraged to report any discomforting experiences, regardless of their perceived severity. The school's response is:

- Proportionate
- Considerate
- Supportive
- Determined on a case-by-case basis

The school follows clear procedures for responding to reports, conducting risk assessments as needed, and deciding on appropriate actions, which may include internal management, referral to Early Help or Children's Social Care, or reporting to the Police as warranted.

Malicious Allegations

Where a student deliberately invents or makes a malicious allegation against a staff member or another student regarding sexual violence or harassment, the school will consider disciplinary action. In cases where allegations are found to be unsubstantiated, unfounded, false, or malicious, the school, in collaboration with the Local Authority Designated Officer (LADO), may assess whether the student needs support or intervention. This may include a referral to Children's Social Care to address underlying issues. The school will also consider the pastoral needs of staff and students involved.

Responding to Misbehaviour from Students with SEND

Understanding the Impact of SEND on Behaviour

The school recognises that a student's behaviour may be influenced by special educational needs or disabilities (SEND). While not all incidents of misbehaviour are linked to SEND, decisions regarding such incidents will be made on a case-by-case basis, considering:

- Whether the student understood the rule or instruction
- Whether the student's SEND influenced their behaviour at the time
- Whether the student's behaviour was influenced by their particular SEND characteristics

Adapting Sanctions for Students with SEND

When considering behavioural sanctions for students with SEND, the school will:

- Assess if the student comprehended the rule or instruction
- Determine if the student was able to behave differently due to their SEND
- Consider any necessary adjustments to the sanction to accommodate the student's needs

Identifying Unmet SEND Needs in Students with Challenging Behaviour

The school's Special Educational Needs Coordinator (SENCO) may evaluate students displaying challenging behaviour to identify any underlying needs not currently addressed. Support and advice may be sought from specialist teachers, educational psychologists, medical professionals, or other experts as necessary. The school collaborates with external agencies to develop and review support plans for these students in consultation with parents.

Student Transition and Induction

The school supports student transitions through induction processes that familiarize them with the Positive Discipline Policy and school culture. Year group transitions reinforce school community expectations through consistent application of policies, assemblies, and PSHE lessons.

Training and Monitoring

Staff Training

All staff receive regular training on the Positive Discipline Policy and related aspects throughout the academic year. New staff undergo detailed induction, emphasizing school culture and climate, with ongoing professional development to reinforce policy understanding.

Monitoring and Review

The school collects and analyses data on behavioural incidents, attendance, exclusion, use of support units, and stakeholder perceptions to ensure compliance with the Equality Act 2010. Monitoring results inform policy reviews, conducted at least annually by the Headteacher and Full Governing Body Committee to address findings and ensure policy efficacy.

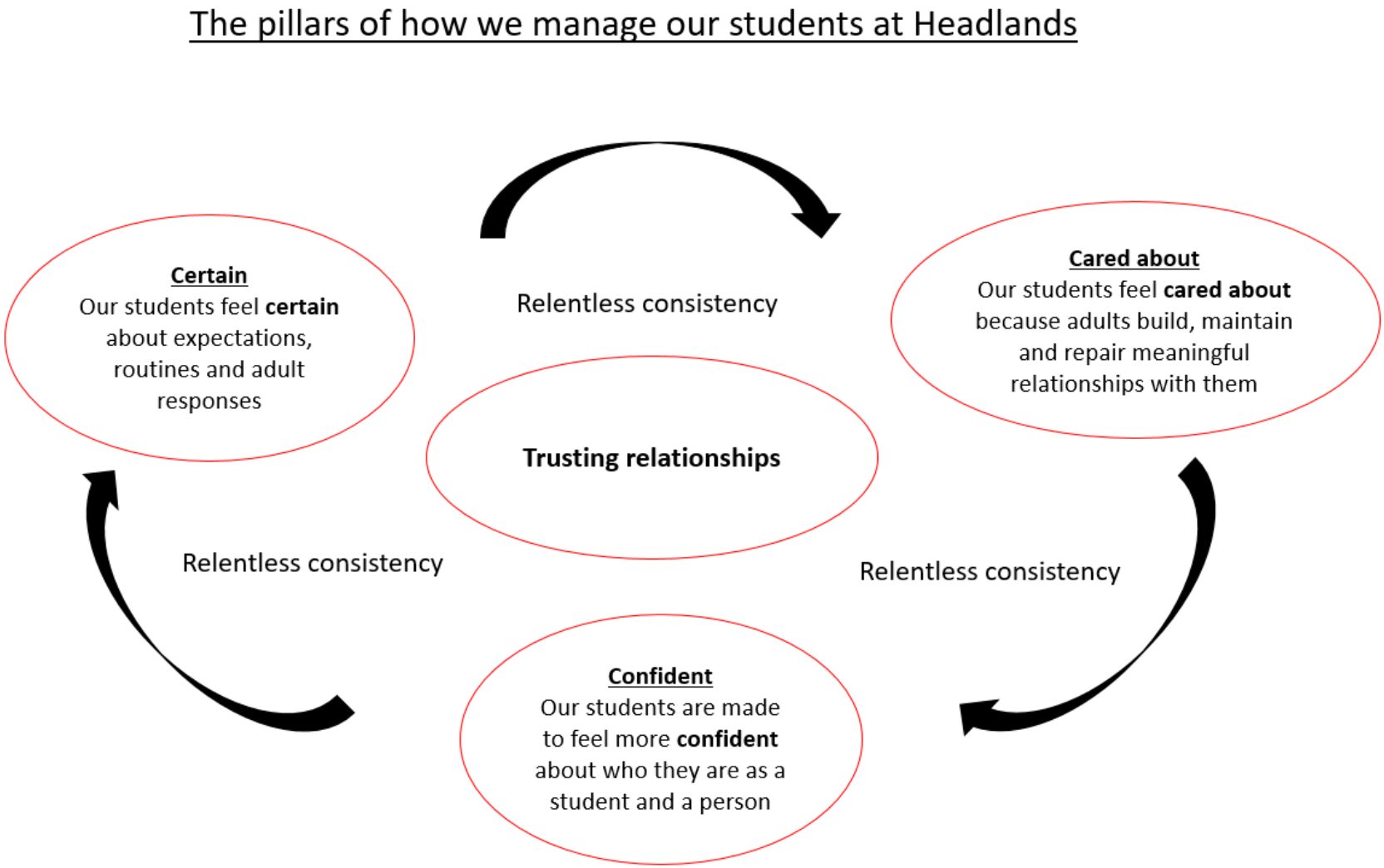
Links with Other Policies

This Positive Discipline Policy is interconnected with several other school policies, including:

- Suspension and Exclusion Guidance
- Child Protection and Safeguarding Policy
- Anti-Bullying, Harassment and Discrimination Policy
- Mental Health and Wellbeing Policy
- Restrictive Intervention Policy
- Safeguarding in Education: Managing Allegations Policy

For more detailed information, please refer to the respective policies.

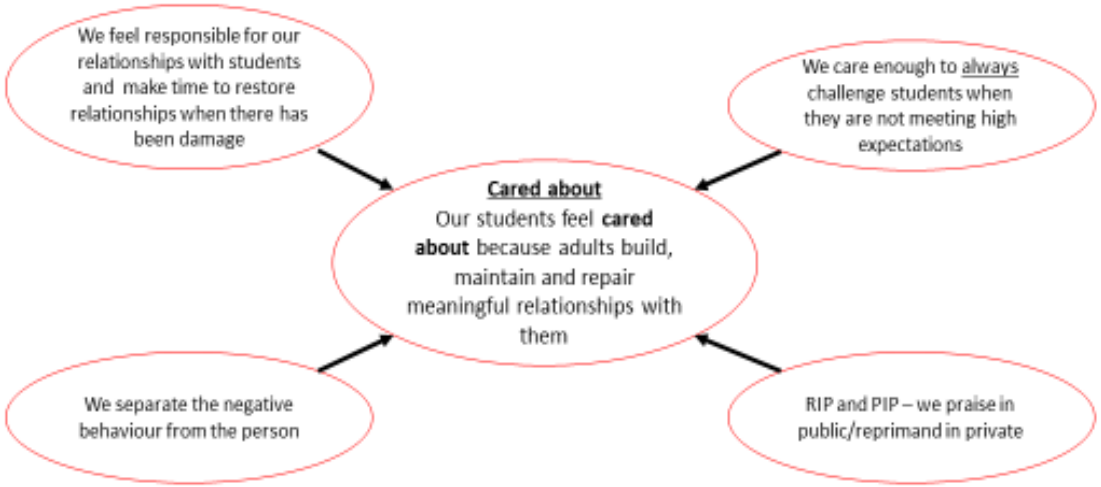
Appendix A – Implementation of relational practice in the school



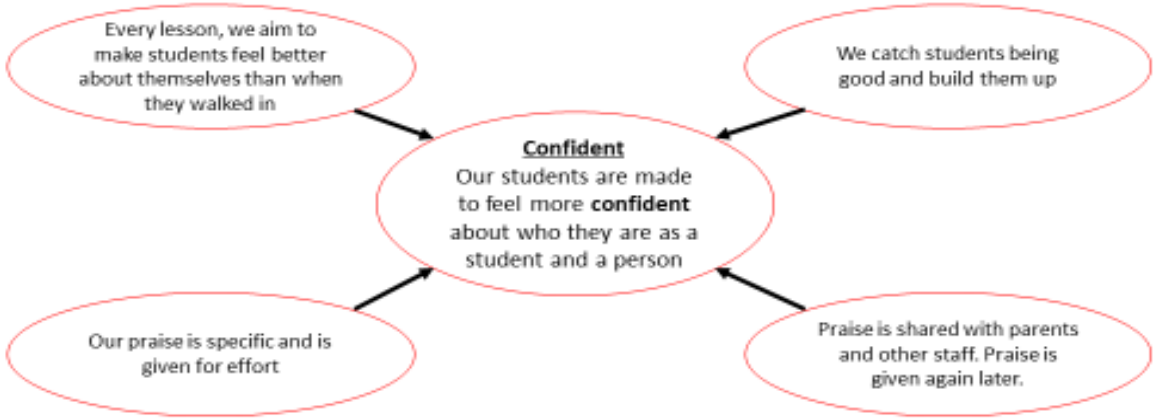
Pillar 1: We make our students feel certain



Pillar 2: We make our students feel cared about



Pillar 3: We make our students feel confident



Appendix B - Protocol for physical interaction between students

