



Heartfield Education: Behaviour Policy

Policy reviewed: January 2026

Next review due: January 2027

Applies to: All children, staff, and volunteers at Heartfield Education

Location: West Sussex, UK

Approved by: Centre Director

Designated Safeguarding Lead: Heather Philp

1. Policy Statement

At **Heartfield Education**, we believe that positive behaviour stems from mutual respect, trust, and a shared sense of belonging. We aim to create a calm, inclusive, and stimulating environment in which every learner feels valued, supported, and able to thrive.

Our behaviour approach reflects our core values:

- **Respect** – for self, others, and the environment
- **Responsibility** – for choices and learning
- **Resilience** – in facing challenges positively
- **Kindness** – in language and action

We promote intrinsic motivation and self-regulation, not fear of punishment. Discipline is restorative and educational, not punitive.



2. Aims

This policy aims to:

- Promote positive relationships and emotional literacy.
- Prevent all forms of bullying, harassment, and discrimination.
- Ensure consistent responses to inappropriate behaviour.
- Support children to repair harm and learn from mistakes.
- Protect staff and pupils from harm, intimidation, or abuse.

3. Expectations for Behaviour

At Heartfield Education, students are expected to:

1. Treat everyone with kindness and respect.
2. Follow adult guidance promptly and safely.
3. Take care of their environment and shared spaces.
4. Use digital devices responsibly.
5. Express themselves in ways that build community and trust.



Staff will:

- Model respectful, calm, and consistent behaviour.
- Notice and reinforce positive behaviour frequently.
- De-escalate conflict and use restorative conversations.
- Apply clear boundaries fairly and consistently.

4. Promoting Positive Behaviour

We use a **restorative and relational approach**, focusing on connection before correction.

Positive behaviour is promoted through:

- Clear expectations and routines.
- Relationship-based mentoring and check-ins.
- Celebrations of effort and progress.
- Circle discussions and community meetings.
- Coaching to develop self-awareness, empathy, and self-regulation.



5. Unacceptable Behaviour

Examples include:

- Physical or verbal aggression
- Persistent disruption or refusal to follow instructions
- Bullying (including cyberbullying or discriminatory bullying)
- Theft or damage to property
- Dangerous behaviour compromising safety
- Possession or use of banned substances or items

All incidents will be investigated thoroughly and fairly, with records kept securely.

6. Preventing Bullying

6.1 Definition

Bullying is the repetitive, intentional harming of one person or group by another. It can be:

- **Verbal** – name-calling, threats, teasing
- **Physical** – hitting, kicking, pushing
- **Indirect** – spreading rumours, exclusion
- **Cyber** – abusive messages, image sharing, online humiliation
- **Prejudice-based or discriminatory** – targeting individuals for characteristics such as race, gender, sexual orientation, disability, faith, or



appearance

6.2 Prevention Strategies

Heartfield Education prevents bullying through:

- A culture of inclusion and respect modelled by adults.
- PSHE and group discussions on empathy, diversity, and digital citizenship.
- Clear reporting routes for children and parents.
- Regular staff training on identifying and addressing bullying.
- Early intervention in conflicts before they escalate.
- A restorative approach that focuses on accountability and healing.

6.3 Responding to Bullying

- All bullying allegations are taken seriously and investigated promptly.
- The victim is supported with reassurance and protection.
- The perpetrator is supported to understand impact and take responsibility.
- Parents/carers of both parties are informed.
- Repeated or severe incidents may lead to sanctions or referral to outside agencies.

Records of bullying incidents will be maintained and monitored by the Centre Director and DSL.



7. Cyberbullying

Cyberbullying is treated as seriously as face-to-face bullying.

Preventative measures include:

- Digital citizenship and online safety education.
- Clear expectations for online conduct and device use.
- Staff monitoring of school devices and digital platforms.
- Support for victims to report and block offenders.
- Cooperation with police or social services in cases involving criminal behaviour (e.g. sexting, harassment).

8. Prejudice-Based or Discriminatory Bullying

Heartfield Education has **zero tolerance** for any form of bullying or harassment related to protected characteristics under the *Equality Act 2010*.

These include: race, religion, disability, gender, sexual orientation, and gender reassignment.

All incidents of discriminatory language or behaviour will be:

- Logged and reported to the DSL.
- Addressed through education, restorative dialogue, and, if necessary, formal sanctions.
- Monitored for patterns and recurring concerns.



9. Sanctions and Restorative Measures

Responses to inappropriate behaviour may include:

- Verbal reminders and reflective discussion.
- Time away from group activity to calm and reset.
- Restorative meetings between affected parties.
- Behaviour support plan or pastoral mentoring.
- Parental involvement to agree support strategies.
- Temporary removal from activities if safety is compromised.

Permanent exclusion will only ever be considered in the most serious cases and in consultation with parents, safeguarding professionals, and the Local Authority.

10. Use of Reasonable Force

Heartfield Education follows DfE guidance on *Use of Reasonable Force (2013)*.

10.1 Definition

“Reasonable force” refers to using **the minimum physical intervention necessary** to prevent harm.

It may be used to:

- Prevent a pupil from hurting themselves or others.
- Stop a fight or dangerous behaviour.
- Prevent serious damage to property.



- Ensure safety during a restraint or evacuation.

10.2 Principles

- Physical intervention is always a **last resort**.
- Staff use **de-escalation** and **verbal strategies** wherever possible.
- Only staff trained in safe handling techniques (e.g. Team Teach) may use physical intervention.
- Any use of force must be **proportionate, necessary, and in the child's best interest**.
- All incidents are recorded in the incident log and reported to the DSL and parents as soon as possible.
- Medical help is sought if anyone is injured.

11. Searching, Screening and Confiscation

Staff have the right to search a student or their belongings **if they have reasonable grounds** to suspect possession of:

- Prohibited items (e.g. weapons, alcohol, drugs, stolen items).
- Items that may cause harm or disruption.

Searches will be carried out respectfully, with a witness present, and in accordance with DfE guidance.



12. Partnership with Parents and Carers

We recognise that parents and carers play a vital role in promoting positive behaviour.

Heartfield will:

- Communicate clearly about expectations and support strategies.
- Involve parents in restorative meetings when appropriate.
- Share resources to promote emotional regulation at home.

13. Safeguarding and Behaviour

Behaviour concerns will be considered within a safeguarding context.

Staff will remain alert to indicators that challenging behaviour may stem from:

- Abuse, neglect, or trauma
- Special educational needs or disabilities (SEND)
- Mental health challenges
- Family or social stressors

In such cases, the DSL will assess and coordinate appropriate support or referrals.



14. Monitoring and Review

- Behaviour incidents and patterns will be reviewed termly by the DSL and Centre Director.
- The policy will be reviewed annually or sooner if national guidance changes.

15. Key Contacts

Role	Name / Organisation	Contact
Centre Director	Heather Philp	07352094915
Designated Safeguarding Lead	Heather Philp	07352094915
Deputy DSL	Nikki Puren	07944772935
West Sussex MASH	WSCC	01403 229900
Police (non-emergency)	Sussex Police	101
