



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

BEHAVIOUR

Aspiration – Respect – Excellence

Monitoring, Evaluation and Review

Author	Dr S Capaldi, Deputy Headteacher (Culture)	Review Period	1 year
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This policy should be read in conjunction with the following policy/policies:

- Safeguarding
- Anti-Bullying
- Online Safety
- Young Person's Mental Health
- Attendance Policy
- Inclusion
- Uniform
- Staff Code of Conduct

Introduction

Our Behaviour Curriculum is built around our core values of **Aspiration, Respect** and **Excellence**. We believe strongly that teaching pro-social behaviour, and our behaviour norms, is as important as academic learning. This is important, not only for supporting academic success at school, but also for personal development to maximise life chances. A Highdown student should carry our values both in school and in the community, today and in the future.

We have high expectations for all regarding their behaviour, so that we can work in a safe and purposeful environment, which enables everyone the opportunity to thrive and succeed.

The School Standards Board (SSB) endorses and supports the practices and procedures detailed in this policy and has verified that they are aligned with the Safeguarding Policy, the Anti-Bullying Policy and with the Equality Act (2010).

Principles

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity and fairness.

This policy defines the expected behaviours in school, rather than only a list of prohibited behaviours. Belonging to the Highdown Community **all students**:

1. a) understand that rules and routines help the smooth running of the school and ensure that we can all learn, work and thrive in a calm environment
b) understand the reasons why teachers give instructions to students and the importance of following them first time and without challenge,
2. are kind and respectful to everyone in our community, everyone is valued and should feel that they belong,
3. are committed to our own learning and do not disrupt the education of others.
4. aim for our personal best in all our work and welcome feedback,

5. understand that in order to reach our personal best we must develop excellent study habits and resilience to setbacks,
6. recognise that we are all responsible for keeping everyone safe in and out of school and online,
7. understand why bullying, harassment and discrimination are never tolerated. We value and celebrate the rich diversity in our community,
8. understand that we are all accountable for our actions and can expect to be treated fairly by all the adults in the school in their application of the praise and consequence system,
9. understand that excellent attendance and punctuality are key to a successful education, as is being fully present and engaged in each and every lesson.
10. understand that adults need to support students differently and according to their individual needs; this ensures that everyone can reach their personal best.

Responsibility and Accountability

The Headteacher stipulates the expected standard of behaviour in the academy and is legally empowered to address behaviour incidents and will do so in accordance with this policy. The Deputy Headteacher (Culture) is responsible for the whole-school approach to promote prosocial behaviour and respond to behaviour which falls short of the expected standard.

- Behaviour for Learning CPD will be made available to all staff on induction and as part of regular updates throughout the year.
- Additional support for staff and pupils is provided from the Behaviour Team
- Additional support for staff is also provided through the Coaching for Excellence programme and the Joint Professional learning sessions held throughout the year.

School Systems and Social Norms

All of the school systems are underpinned by The Highdown Way:



Through the Behaviour Curriculum, students are taught what the pillars of the Highdown Way look like in practice in the following:

- Preparedness for Lessons including correct uniform.
- Interactions with peers and school staff
- Social time
- Attendance and Punctuality
- Walking between lessons

- Assemblies
- Use of the Gallery (canteen)
- Evacuations and lockdowns.

The Highdown Way is promoted via assemblies, mentor periods, on the website, on the Highdown Passport and displayed throughout the site.

Staff induction, development and support

On induction, all teaching and non-teaching staff meet in person with the Deputy Headteacher who gives a detailed and interactive presentation about the expectations of staff in promoting positive standards of behaviour and guidance in dealing equitably with students exhibiting behaviours which don't meet these high expectations. During this session, staff are given training in the use of Class Charts and introduced to the Behaviour for Learning Handbook.

Updates on procedures and effective are given in full staff meetings and in the weekly briefings. All staff can continue to develop their practice by attending Joint Professional Learning (JPL) sessions and taking advantage of the school's membership of the National College¹ online CPD platform.

Pupil Transition

On transition from Year 6 to Highdown, all students experience at least one transition day which prepares them for a positive start. During these sessions, students are exposed to The Highdown Way and the core values of Aspiration, Respect and Excellence through mentor-time activities, assemblies and an evening presentation to the new students and their parents. On joining Highdown, students experience a targeted programme of mentor time activities to ensure that values and expectations are fully embedded. These principles are then revisited termly via the Behaviour Curriculum and the assembly themes. Mentors closely monitor their mentees to ensure that they are developing the outstanding, pro-social behaviours expected at Highdown.

Pupil Support

The form mentor is the first point contact for all students and families, and it is expected that all mentors reach out regularly to parents and carers so that any problems are resolved quickly but also to share good news. The Head of Achievement and the Assistant Head of Achievement have the overview of their year groups and have the responsibility of maintaining the highest standards of behaviour, attendance and punctuality in their year groups. The Behaviour Team provide additional support to individual students and class groups according to the needs presented. Highdown Excellence Plans are created with students to help them focus on developing the skills and attributes needed for success. The academy also has access to a number of additional provisions which provide interventions for students at key points in their school journeys.

¹ <https://nationalcollege.com/>

Child-on-child abuse

Child-on-child abuse is any form of physical, sexual, emotional, and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. Child-on-child abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence. Online peer-on-peer abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, child-on-child grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.

Students and their parents and carers should report any concerns about child-on-child abuse to an adult at Highdown School and Sixth Form Centre and be confident that the matter will be dealt with in the correct manner. Staff are trained to report all forms of abuse as soon as possible to the Designated Safeguarding Lead (DSL) via CPOMS who will direct the next steps for DSOs and Pastoral Leaders. Highdown School and Sixth Form has zero-tolerance of any kind of child-on-child abuse, inside or outside of the academy. Students exhibiting any type of bullying behaviour will need to be clear that there are consequences for their actions but also the need to address, cease and not repeat these behaviours in the future with our support.

Banned Items

The following list is not exhaustive but illustrative of items that are prohibited at Highdown School. Under Department for Education guidance², we have the authority to conduct searches where we suspect a student may be in possession of a prohibited item in school. Any such items brought to school will be confiscated and, where appropriate, the Police will be notified.

- Vapes, vaping fluid, cigarettes, tobacco, cigarette papers
- Matches or lighters
- Alcohol
- Illegal drugs and/or drug-related paraphernalia, including edibles
- Nitrous oxide or helium canisters
- Water balloons/water pistols
- Painkillers
- Medication (unless stored in First Aid)
- Scissors not of safety scissor type
- Weapons (or replicas) or anything that could be used to cause injury or an offence, e.g. bladed items
- Pornographic material
- Fireworks, poppers
- E-scooters, scooters, skateboards, rollerblades
- Stolen items
- Glass bottles, including perfume bottles
- High energy (caffeinated) drinks
- Tippex or other solvents

² <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Mobile Phones

Students may not use mobile phones on the school site during the school day. Mobile phones must be switched off and kept inside school bags at all times. If mobile phones are seen, they will be confiscated for the remainder of the school day.

Rewards and Consequences

The academy uses a simple system of praise and consequence points which gives a clear picture to students, staff and parents about how a student is behaving both in and out of lessons. Each behaviour code (and associated House points) is linked to a positive behaviour trait to be repeated and a negative one which should be worked on and eradicated. These are based on the Highdown Way and our core values of Aspiration, Respect and Excellence. To see true development of positive readiness to learn, staff should focus on the behaviours and not just codes and points scores. All codes are entered via Class Charts during the lesson and students informed. Praise and consequence points can and should be awarded also in mentor time, social time and in extra-curricular and community activities.

There are four levels of reward

Reward	Number of House Points	Examples
P1	1	Effort with classwork
P2	5	Excellence in independent work
P3	10	Achieving Personal Best
P4	20	Significant and sustained contribution to the co-curricular programme

Similarly, there are four levels of consequence

Reward	Number of Consequence Points	Examples
C1	1	Unkind language
C2	5	Misuse of school resources
C3	10	Truancy, damage to property
C4	20	Aggression/fighting, stealing

These subcategories are shared via Class Charts with students and parents to inform discussion at home.

Same day consequences are used to ensure a consistent approach with a surety of action, and, for this reason, students should be informed verbally of any detentions and concise and factual information shared with parents. The consequence allows time for reflection and restoration and is led by senior staff for each year group.

Suspensions, Off-site Directions and Permanent Exclusions

Highdown School and Sixth Form Centre will only use suspension, off-site direction or permanent exclusion as a last resort, in response to a serious breach or persistent breaches of this behaviour policy; and, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to suspend or exclude a pupil must be lawful, reasonable and fair. We commit to the statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race and will always give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

All students returning to school following a suspension or off-site direction will have a reintegration meeting with a member of SLT and a pastoral leader to plan for a fresh start, agree targets and to renew the behaviour contract between school, the student and parents/carers.

Students who are found to have made a malicious accusation against a member of staff will have breached the behaviour policy and an appropriate sanction (which could be a fixed term or permanent exclusion) will be applied and if necessary, the matter referred to the Police.

Monitoring and evaluating the policy

- To ensure the effectiveness of this policy, regular monitoring and evaluation will be implemented. This will encompass the analysis of behaviour data, as well as the use of questionnaires, surveys, group discussions, and feedback from all stakeholders.
- The governor responsible for behaviour will oversee the monitoring of behaviour incidents and provide feedback to the SSB including actions that are to be taken as a result of this analysis

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Appendix – behaviour codes, points and actions

P1	1 House point	Staff Action
<ul style="list-style-type: none"> • Effort with class and homework. • Excellence in class and homework. • Contributions in class. • Being helpful. • Supporting other students. • Involvement in community events. • Attendance at co-curricular activities. 		Record on ClassCharts.
P2	5 House points	Staff Action
<ul style="list-style-type: none"> • Sustained or improved effort with class and homework. • Excellence in extended projects or pieces of work. • Excellence in independent work. • Significant contributions to community events. • Sustained attendance at co-curricular activities. • Pastoral/Mentor Star of the Week. • Friday 3 award. 		Record on ClassCharts. Contact home via phone / email.
P3	10 House points	Staff Action
<ul style="list-style-type: none"> • Achieving Personal Bests. • Department Star. • House Star. • Community Star. 		Record on ClassCharts.
P4	20 House points	Staff Action
<ul style="list-style-type: none"> • Headteacher Award. • Going significantly over and above in <ul style="list-style-type: none"> ◇ Community. ◇ Co-curricular. ◇ Pastoral. ◇ Subject. ◇ Reading. 		Record on ClassCharts and letter sent from HT
Certificates		
<ul style="list-style-type: none"> • Bronze • Silver • Gold • Platinum • Diamond 	100 house points 250 house points 500 house points 750 house points 1000 house points	Certificates awarded in assemblies by HoA / HT.
Headteacher end of term awards		
<ul style="list-style-type: none"> • Nominated for excellence in progress, readiness to learn, attendance and contribution to school life. 		Awarded at end of term assembly with certificate and voucher.

Incorrect behaviour = C1	Consequence = Verbal Warning	Staff Action
<ul style="list-style-type: none"> • 1st warning for off task behaviour. • Unkind language. • No / incomplete homework. • Phone or uniform infringement. • Sixth Form Concern. 	Student remedial action: <ul style="list-style-type: none"> • Concentrate on / improve work. • Do not say unkind things. • Attend excellence club. • Hand over phone / jewellery. 	Staff member action and log on ClassCharts: <ul style="list-style-type: none"> • Quietly address student in private. • Hand jewellery or phone to office. • Sixth Form team intervene.
Incorrect behaviour = C2	Consequence = 25min detention	Staff Action
<ul style="list-style-type: none"> • 2nd warning for off task behaviour. • Lacking equipment. • Misuse of school resources (eg. laptops, exercise books, tables). • Casual swearing. • Lateness (between 5-10mins). • Poor behaviour at social time. • Refusing to hand in mobile / jewellery. 	Student remedial action: <ul style="list-style-type: none"> • Concentrate on / improve work. • Pack school bag the night before. • Do not swear. • Be punctual / improve timekeeping. • Adhere to social time rules. • Hand over phone / jewellery. 	Staff member action and log on ClassCharts: <ul style="list-style-type: none"> • See student in detention for restorative meeting.
Incorrect behaviour = C3	Consequence = 50min detention	Staff Action
<ul style="list-style-type: none"> • 3rd warning for off task behaviour (withdrawal). • Vandalism. • Verbal abuse towards a peer. • Truancy (over 10 mins). • Out of bounds at social time (incl. leaving site). • Bystander to / inciting a negative event. • Sharing toilets. • Bringing the school into disrepute. 	Student remedial action: <ul style="list-style-type: none"> • Attend withdrawal lesson and focus on classwork. • Respect school / student property. • Come to school / attend lessons. • Stick to designated social spaces. • If you see a negative event move on / report. • Only use toilets individually. 	Staff member action and log on ClassCharts: <ul style="list-style-type: none"> • See student in detention for restorative meeting. • Call home explaining why C3 awarded. • Adjust seating plan. • Bag search when students found sharing a toilet.
Incorrect behaviour = C4	Consequence = SLT sanction	HoA / SLT Action
<ul style="list-style-type: none"> • Refusing withdrawal / off task behaviour in withdrawal lesson. • Truancy more than once / disruption whilst truanting. • Verbal abuse towards a member of staff. • Derogatory language (racist, homophobic, sexist etc.) • Theft. • Assault / fighting. • Significant health and safety breach. 		Staff member action and log on ClassCharts: <ul style="list-style-type: none"> • HoA/SLT award sanction on ClassCharts. • HoA to delegate to Curriculum Leader. • HoA calls home and places student on report. • Parent meeting. • BASS group referral.
Incorrect behaviour = C5	Consequence = SLT sanction	Staff Action
<ul style="list-style-type: none"> • Bullying (Stage 4). • Carrying a dangerous item. • Carrying banned substances. • Misuse of social media. 		As above.

