

Harper Bell Adventist School



Behaviour Policy

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16/03/27 or when new legislation requires changes.

This policy will also be reviewed annually or when new legislation requires changes, whichever is the soonest. This policy is approved by *The Governing Body*.

Date approved:

Headteacher/Principal.....Susan Sidhu

Date approved: 16/03/2026

Chair of Governors Richard Beamish

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1. Aims and Expectations

At Harper Bell Seventh-day Adventist School, we believe that excellent behaviour underpins excellent learning. Our Behaviour Policy exists to establish a calm, safe and purposeful environment where every pupil can flourish academically, socially, emotionally and spiritually.

We are committed to ensuring that every pupil is supported to fulfil their God-given potential through high expectations, positive relationships and consistent behaviour management. We believe that every child has unique gifts and talents entrusted to them by God, and it is our responsibility to help them develop these through a culture of respect, responsibility and aspiration.

High standards of behaviour enable teachers to teach effectively and pupils to learn without disruption. They also prepare pupils to become compassionate, responsible citizens who contribute positively to their communities.

Our approach is rooted firmly within our Christian ethos and reflects the teachings of Jesus Christ, encouraging forgiveness, respect, self-discipline and personal responsibility.

Our Vision

For every pupil to fulfil their God-given talents and aspire to achieve a university education.

Our Core Values

Everything we do is underpinned by our three core values:

Love

We demonstrate kindness, compassion, forgiveness and respect for others, recognising that every individual is created in God's image.

Learning

We strive for excellence through perseverance, curiosity, resilience and determination, always giving our very best.

Laughter

We celebrate joy, positivity and healthy relationships, creating a school where pupils feel safe, valued and happy.

These values shape every aspect of school life and provide the foundation for our expectations of behaviour.

1.1 A Caring Christian Community

Harper Bell Seventh-day Adventist School is a caring Christian community where every pupil is known, valued and respected.

Rooted in Seventh-day Adventist beliefs, we seek to nurture the spiritual, moral, social and emotional development of every child. Behaviour is viewed not simply as compliance with rules, but as the development of Christian character and personal integrity.

Pupils are taught that their behaviour reflects their values and influences the experiences of others. Through daily interactions, collective worship and restorative conversations, pupils learn to demonstrate:

- compassion
- humility
- honesty
- forgiveness
- responsibility
- self-control
- respect

Staff model these qualities consistently and provide opportunities for pupils to reflect upon their choices, understand the consequences of their actions and make positive decisions.

We believe mistakes provide valuable opportunities for learning and growth. Consequently, behaviour management focuses upon restoring relationships, repairing harm and supporting pupils to make better choices in the future.

1.2 Promoting Positive Relationships

Positive relationships are fundamental to effective behaviour management.

Staff intentionally build respectful, trusting relationships with pupils through fairness, consistency and genuine care. When pupils feel respected and understood, they are more likely to engage positively with learning and respond constructively to guidance.

Adults across the school:

- greet pupils positively each day
- establish calm routines
- communicate expectations clearly

- use consistent language
- recognise positive behaviour frequently
- address inappropriate behaviour calmly and respectfully

Relationships between pupils are equally important. Through our curriculum, worship programme and pastoral support, pupils learn to work collaboratively, resolve conflict peacefully and celebrate one another's achievements.

Strong relationships create a school culture where everyone feels safe, valued and able to succeed.

1.3 High Behaviour Expectations

Harper Bell Seventh-day Adventist School maintains consistently high expectations of behaviour at all times.

These expectations apply:

- in classrooms
- around the school site
- during educational visits
- whilst travelling to and from school
- when representing the school within the wider community
- during any school-related activity

Pupils are expected to:

- demonstrate respect for everyone
- follow adult instructions promptly
- engage positively in learning
- contribute to a calm learning environment
- care for school property
- act with honesty and integrity
- take responsibility for their behaviour

We regularly remind pupils that:

"If you stop the teacher from teaching, you stop others from learning."

This simple principle reinforces that behaviour affects not only individual success but also the learning and wellbeing of everyone around them.

By maintaining consistently high expectations, we ensure classrooms remain calm, orderly and focused, enabling every pupil to achieve their full potential.

1.4 Fairness, Equity and Consistency

Consistency is central to successful behaviour management.

Pupils should know that expectations apply fairly to everyone and that responses to behaviour are predictable, proportionate and consistent.

All staff implement this policy using agreed procedures so that pupils experience clear routines and secure boundaries throughout the school.

Whilst expectations remain consistently high for every pupil, we recognise that some children require additional support to meet these expectations. Where appropriate, reasonable adjustments will be made to support pupils with identified special educational needs, disabilities or additional vulnerabilities, whilst maintaining the overall expectations of the school community.

This balance of consistency and individual support promotes fairness for all pupils.

1.5 Developing Independence and Personal Responsibility

An important purpose of this policy is to develop pupils who regulate their own behaviour rather than relying solely upon adult intervention.

Through consistent routines, positive reinforcement and restorative practice, pupils learn to:

- make positive choices
- reflect upon their actions
- understand the impact of their behaviour
- develop resilience
- solve problems appropriately
- accept responsibility
- repair relationships following conflict

Rather than viewing sanctions as punishment alone, Harper Bell seeks to use every behavioural incident as an opportunity for learning.

Pupils are encouraged to understand why behaviour expectations exist and how positive choices contribute to a safe, respectful and successful school community.

As pupils mature, they are increasingly expected to demonstrate independence, self-discipline and leadership through their daily actions.

1.6 Promoting Positive Behaviour

Positive behaviour is actively recognised, celebrated and encouraged throughout school life.

Our philosophy is that pupils should receive significantly more recognition for making positive choices than correction for poor choices.

Staff intentionally acknowledge behaviours that demonstrate our core values of Love, Learning and Laughter, reinforcing the behaviours we wish to see repeated.

Positive behaviour contributes to:

- a calm learning environment
- high levels of engagement
- strong relationships
- excellent attendance
- improved wellbeing
- positive mental health
- successful learning outcomes

Recognition is immediate, meaningful and consistent, ensuring pupils understand exactly which behaviours are valued and celebrated.

2. Definitions of Behaviour

To ensure fairness and consistency, Harper Bell distinguishes between low-level disruptive behaviour, serious misbehaviour and behaviour presenting a safeguarding concern. Staff respond proportionately according to the nature, frequency and seriousness of the behaviour, whilst always considering the individual needs of the pupil.

Low-Level Disruptive Behaviour

Low-level disruptive behaviour is behaviour that interrupts learning, distracts others or prevents pupils from engaging fully in lessons. While these behaviours may appear minor in isolation, repeated low-level disruption has a significant impact on teaching, learning and classroom climate.

Examples include:

- calling out without permission
- distracting others
- off-task behaviour
- failure to follow classroom routines
- refusal to begin learning promptly
- unnecessary interruptions

- inappropriate talking
- lack of engagement
- not following adult instructions after reminders

These behaviours are managed through the school's stepped behaviour response system.

Serious Misbehaviour

Serious misbehaviour includes behaviour that places others at risk, significantly disrupts learning or breaches the school's expectations of safety, respect and dignity.

Examples include:

- physical aggression
- threatening behaviour
- bullying
- discriminatory language or behaviour
- deliberate damage to property
- theft
- serious verbal abuse
- refusal to follow reasonable instructions
- behaviour likely to compromise the safety of others

Such incidents will result in immediate intervention by senior leaders and appropriate sanctions.

Behaviour Linked to Safeguarding

Some behaviour incidents may indicate an underlying safeguarding concern.

Where behaviour raises concerns regarding a pupil's welfare, abuse, exploitation, mental health or safety, staff will follow the school's Safeguarding and Child Protection Policy.

Appropriate concerns will be recorded on **CPOMS**, and where necessary, referrals will be made to the Designated Safeguarding Lead (DSL) or external agencies

3. School Rules Based on Biblical Teaching

At Harper Bell Seventh-day Adventist School, our behaviour expectations are founded upon Biblical principles that encourage pupils to demonstrate kindness, respect, integrity and responsibility in every aspect of school life.

Our school rules are intentionally simple, memorable and rooted in Scripture so that pupils of all ages understand how they are expected to behave. These rules provide a common language for

staff, pupils and parents and help to establish a culture where Christian values are lived out each day.

Behaviour is not viewed simply as following rules, but as an opportunity to develop Christ-like character, make positive choices and contribute to a caring school community.

Rule One

Treat Others as You Would Want to Be Treated

Matthew 7:12

"So in everything, do to others what you would have them do to you."

This principle encourages pupils to show kindness, empathy, honesty and respect in all their interactions.

Pupils are expected to:

- speak respectfully to others
- demonstrate good manners
- include others in learning and play
- show compassion and forgiveness
- value differences within our diverse community
- resolve disagreements peacefully

Adults model this behaviour by treating every member of the school community with dignity, patience and respect.

Rule Two

Try Your Very Best All of the Time

1 Corinthians 10:31

"Whatever you do, do it all for the glory of God."

This rule encourages pupils to develop resilience, perseverance and a positive attitude towards learning.

Pupils are expected to:

- arrive ready to learn
- engage fully in lessons
- listen carefully
- complete work to the best of their ability
- persevere when learning is challenging

- demonstrate pride in their achievements

Staff support pupils by maintaining high expectations whilst providing encouragement and appropriate challenge so every child can achieve success.

Rule Three

Forgive and Move Forward

Matthew 6:14–15

"Forgive others..."

As a Christian school, we recognise that everyone makes mistakes.

Pupils are encouraged to:

- accept responsibility for their actions
- apologise sincerely where appropriate
- repair relationships through restorative conversations
- learn from mistakes
- make better choices in the future

Adults support this process by offering fresh starts whilst maintaining clear expectations and accountability.

Through these three Biblical principles, pupils develop the moral character, resilience and personal responsibility needed to flourish both within school and throughout their lives.

4. Rewards and Recognition

Recognising positive behaviour is an essential part of Harper Bell's behaviour culture. We believe pupils are far more likely to repeat positive behaviours when they are acknowledged, celebrated and valued.

Rewards reinforce the school's Christian values, encourage positive attitudes to learning and recognise pupils who consistently demonstrate excellent behaviour, effort and character.

Recognition focuses not only upon academic success, but also upon the qualities that reflect our vision of developing well-rounded, compassionate and responsible young people.

Positive behaviour is recognised through:

- verbal praise
- house points

- WOW Cards
- Praise Assemblies
- the Mountain of Character and Learning
- the Mountain of Excellence
- opportunities for leadership and responsibility
- communication with parents and carers

Staff are encouraged to celebrate positive behaviour consistently so that pupils understand which behaviours contribute positively to our school community.

House Points

House Points recognise pupils who consistently demonstrate the school's core values of:

- **Love**
- **Learning**
- **Laughter**

House Points may be awarded for:

- excellent effort
- perseverance
- kindness
- honesty
- resilience
- demonstrating leadership
- supporting others
- excellent learning behaviours
- positive contributions to school life

House Points contribute towards each pupil's House total and encourage a strong sense of belonging, teamwork and healthy competition.

Harper Bell's House Teams are:

- **Trinity**
- **Christ**
- **Emmanuel**
- **Kings**

Through regular House competitions and celebrations, pupils develop pride in their House whilst working collaboratively to achieve shared success.

WOW Cards

WOW Cards recognise pupils who consistently go above and beyond expectations.

WOW Cards may be awarded for:

- exceptional effort
- outstanding perseverance
- acts of kindness
- service to others
- demonstrating Christian values
- excellent attitudes towards learning
- significant personal improvement
- representing the school positively

WOW Cards provide an opportunity for exceptional behaviour and achievement to be shared with parents and carers, strengthening the partnership between home and school in celebrating pupil success.

Praise Assemblies

Praise Assemblies are held regularly to celebrate pupils who consistently demonstrate the values, virtues and learning behaviours promoted throughout the school.

During Praise Assemblies, pupils may be recognised for:

- excellent behaviour
- positive learning attitudes
- resilience
- perseverance
- kindness
- service
- academic achievement
- living out the school's Christian values

These celebrations reinforce positive behaviour whilst providing opportunities for pupils to be recognised publicly amongst their peers.

Mountain of Character and Learning Recognition

Throughout the academic year, pupils are recognised for demonstrating the learning behaviours and character virtues promoted through the Mountain of Character and Learning.

Recognition may include:

- perseverance
- resilience
- curiosity
- collaboration
- creativity
- reflection
- integrity
- responsibility

These virtues encourage pupils to understand that success is achieved through effort, determination and positive attitudes rather than simply natural ability.

Mountain of Excellence

The **Mountain of Excellence** is a whole-school recognition display that celebrates pupils who demonstrate exceptional Christian character through the school's weekly worship objectives.

Each week, a worship objective linked directly to Harper Bell's Christian values and character development programme is introduced during Collective Worship.

Throughout the week, staff actively identify pupils who consistently demonstrate behaviours that exemplify the worship objective in:

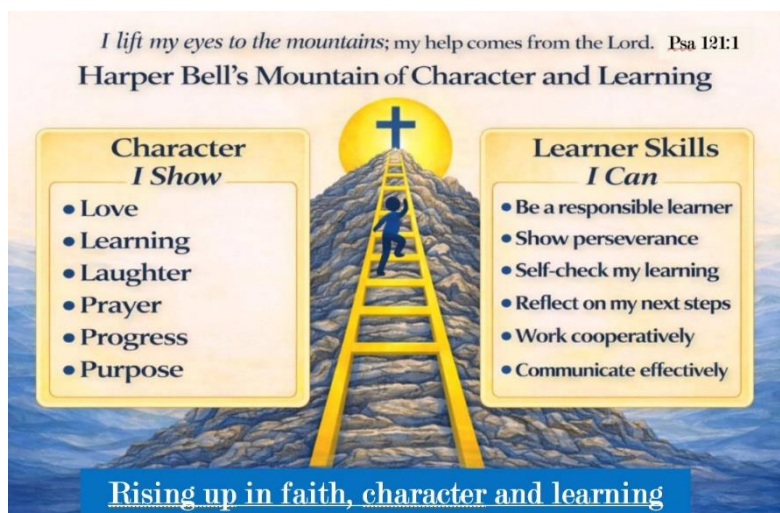
- classrooms
- around the school
- collective worship
- lunchtimes and playtimes
- educational visits
- the wider school community

Pupils recognised for living out the weekly worship objective may have their name or photograph displayed on the Mountain of Excellence as a visible celebration of their achievement.

The Mountain of Excellence:

- celebrates Christian character
- reinforces weekly worship objectives
- encourages pupils to live out Biblical principles
- provides positive role models for others
- promotes aspiration and excellence
- strengthens the school's Christian ethos
- encourages pupils to make positive choices every day

This recognition provides pupils with meaningful opportunities to develop character and understand that living according to Christian values is worthy of celebration.



5. HB STARS – Learning Behaviours

Harper Bell Seventh-day Adventist School expects every pupil to engage actively in learning and contribute positively to a calm, purposeful classroom environment.

To support this, pupils are explicitly taught the HB STARS learning behaviours.

HB STARS provides a consistent approach to classroom engagement and develops pupils' communication, concentration and self-regulation skills.

Teachers model and reinforce these expectations throughout every lesson so that positive learning habits become embedded over time.

HB STARS encourages pupils to demonstrate readiness to learn whilst developing the confidence to participate respectfully within lessons.

HB STARS

S – Sit Up Straight

Demonstrate readiness to learn through positive posture and focused attention.

T – Track the Speaker

Eyes focused on the person speaking, demonstrating respect and active engagement.

A – Active Listening

Listen carefully, think about what is being said and remain fully engaged throughout learning.

R – Respect and Respond

Use polite language, respond appropriately and contribute positively to classroom discussion.

S – Speak Loudly and Proudly

Use a clear, confident voice when contributing to learning and sharing ideas.

The HB STARS approach supports:

- active participation
- concentration
- oracy development
- confidence
- respectful communication
- self-regulation
- high-quality learning
- positive classroom culture

By consistently reinforcing these expectations, staff establish classrooms where all pupils can learn successfully without unnecessary disruption.



6. The HB Way

The HB Way describes the standards of behaviour expected from every pupil at Harper Bell Seventh-day Adventist School.

It reflects our Christian values and establishes clear expectations that enable everyone to feel safe, respected and ready to learn.

The HB Way promotes responsibility, kindness, integrity and pride in belonging to the Harper Bell community.

Pupils are expected to:

- show kindness and respect to everyone
- use polite language
- follow adult instructions the first time they are given
- take responsibility for their own behaviour
- demonstrate honesty
- care for school property and resources
- wear the correct school uniform with pride
- help keep the school environment clean and tidy
- move safely and sensibly around school
- demonstrate excellent learning behaviours
- encourage others through positive actions
- act as ambassadors for the school within the wider community

The HB Way encourages pupils to understand that every action contributes to the culture of the school.

By following the HB Way, pupils help create a community where everyone can flourish.

7. The Mountain of Character and Learning

The Mountain of Character and Learning provides Harper Bell's framework for developing the personal qualities that enable pupils to become confident, resilient and successful learners.

Pupils are taught that learning is a journey requiring determination, perseverance and reflection.

The framework encourages children to embrace challenge, learn from mistakes and celebrate progress through effort rather than perfection.

Key learning behaviours include:

- perseverance
- resilience
- reflection
- collaboration
- creativity
- curiosity
- integrity
- responsibility
- independence

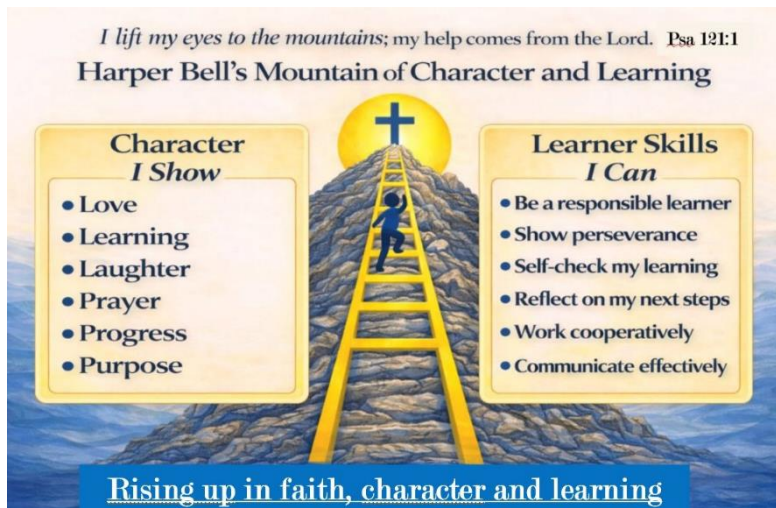
- aspiration

Through regular teaching, collective worship and classroom practice, pupils learn how these qualities support both academic achievement and personal development.

The Mountain of Character and Learning promotes:

- metacognition
- self-regulation
- resilience
- confidence
- independence
- Christian character development
- aspiration
- lifelong learning

By embedding these qualities across the curriculum, Harper Bell prepares pupils not only for academic success but also for lives of service, integrity and faith.



8. Behaviour Sanctions: Yellow Warnings and Red Cards

Harper Bell Seventh-day Adventist School is committed to maintaining a calm, orderly and purposeful learning environment where all pupils are able to achieve their full potential. Whilst positive relationships, recognition and restorative practice remain at the heart of our behaviour culture, there are occasions when pupils make choices that fall below the school's expectations.

Where this occurs, staff respond consistently using a graduated system of reminders, warnings and sanctions that provides pupils with opportunities to reflect, make better choices and restore positive behaviour.

Behaviour sanctions are always applied fairly, proportionately and with consideration for the individual needs of each pupil, including any identified Special Educational Needs and Disabilities (SEND), disabilities or additional vulnerabilities.

The purpose of behaviour sanctions is not simply to punish inappropriate behaviour, but to:

- maintain a safe learning environment;
- minimise disruption to teaching and learning;
- encourage pupils to take responsibility for their behaviour;
- promote self-regulation and personal accountability;
- support pupils in making positive behavioural choices;
- restore relationships where appropriate.

Where behaviour raises safeguarding concerns, staff will follow the school's Safeguarding and Child Protection Policy in addition to this Behaviour Policy.

Stop and Think Card

A Stop and Think Card is issued when a pupil continues to demonstrate low-level disruptive behaviour after receiving a calm verbal or non-verbal reminder from a member of staff.

Examples of behaviour that may result in a Stop and Think Card include:

- calling out without permission;
- distracting other pupils from learning;
- failing to engage appropriately in learning;
- off-task behaviour;
- failure to follow established classroom routines;
- unnecessary interruptions;
- repeated talking whilst others are speaking;
- minor inappropriate behaviour that disrupts learning.

The purpose of a Stop and Think Card is to provide a clear indication that behaviour must improve whilst allowing the pupil an opportunity to self-correct.

A Stop and Think Card is:

- recorded on **Class Dojo**;
- communicated calmly and discreetly;
- accompanied by a reminder of the expected behaviour;
- intended as an opportunity for the pupil to make a positive choice.

Most pupils respond positively at this stage and require no further intervention.

Yellow Card

A Yellow Card is issued where the same low-level disruptive behaviour continues after a Stop and Think Card has been given.

The warning provides pupils with a further opportunity to demonstrate self-regulation before more significant sanctions become necessary.

A Yellow Card is:

- recorded on Class Dojo;
- communicated clearly and respectfully;
- accompanied by a restatement of expectations.

At the professional discretion of the class teacher, a pupil receiving a Yellow Card may complete a 5-minute reflection outside Session.

The purpose of this reflection is to allow the pupil to:

- consider the choices they have made;
- understand how their behaviour has affected learning;
- reflect upon how they can make better choices;
- prepare to re-engage positively with learning.

Where Yellow Warnings become a regular occurrence, indicating a developing pattern of classroom disruption, parents or carers may be contacted so that home and school can work together to support improvement.

Repeated Yellow Warnings will also be monitored by senior leaders to identify whether additional pastoral or SEND support may be required.

Red Card

A **Red Card** represents a significant behaviour incident requiring senior leadership involvement.

A Red Card may be issued where:

- low-level disruptive behaviour continues following both Stop and Think Card and Yellow Card;
- a pupil refuses to follow reasonable instructions;
- behaviour significantly disrupts teaching and learning;
- serious misconduct occurs requiring immediate intervention.

Examples of behaviour that may result in a Red Card include:

- refusal to follow reasonable instructions;
- aggressive or threatening behaviour;
- physical violence;

- bullying;
- theft;
- deliberate damage to property;
- serious verbal abuse;
- discriminatory language or behaviour;
- behaviour that compromises the safety or wellbeing of others;
- any serious breach of the school's Behaviour Policy.

Each incident is considered individually, taking account of the context, severity and any relevant mitigating factors.

Consequences of a Red Card

A Red Card will normally result in:

- immediate involvement of a member of the Senior Leadership Team;
- removal from the classroom where appropriate;
- a Lunchtime Reset Session;
- communication with parents or carers;
- recording of the incident on Arbor;
- restorative conversations where appropriate;
- additional behaviour support if required.

Where an incident also raises safeguarding concerns, the information will be recorded on CPOMS and managed in accordance with the school's Safeguarding and Child Protection Policy.

The school recognises that some incidents may require further investigation before decisions regarding sanctions are finalised.

Where appropriate, pupils may also receive additional pastoral support, mentoring or targeted interventions following a Red Card.

9. Behaviour Response System

To ensure fairness and consistency, all staff follow the school's agreed Behaviour Response System.

The system provides clear opportunities for pupils to modify their behaviour before more significant sanctions are applied, whilst ensuring that disruption to learning is addressed promptly and consistently.

Step 1 – Reminder

The member of staff provides a calm verbal or non-verbal reminder.

Expectations are restated using positive language, allowing the pupil the opportunity to self-correct without further consequence.

Examples may include:

- non-verbal cues;
- proximity;
- quiet reminders;
- restating classroom expectations.

The majority of low-level behaviour concerns are successfully resolved at this stage.

Step 2 – Stop and Think Card

If inappropriate behaviour continues following the reminder, a Stop and Think Card is issued.

The warning is:

- recorded on **Class Dojo**;
- communicated calmly;
- accompanied by a reminder of the expected behaviour.

The pupil is expected to make immediate improvements.

Step 3 – Yellow Card

If the same behaviour continues following Stop and Think Card, the pupil receives Yellow Card.

This warning is:

- recorded on Class Dojo;
- accompanied by a further reminder of expectations.

At the teacher's discretion, the pupil may complete a 5-minute reflection outside Session.

Step 4 – Red Card

Where behaviour continues following Yellow Card, or where a serious behaviour incident occurs, a Red Card is issued.

This results in:

- Senior Leadership Team involvement;
- Lunchtime Reset Session(s);
- communication with parents or carers;
- recording on Arbor;

- restorative support where appropriate;
- safeguarding recording on CPOMS where necessary.

This graduated response ensures pupils understand both the expectations placed upon them and the consequences of continued inappropriate behaviour.

10. Reset Sessions

Reset Sessions provide pupils with an opportunity to reflect upon behaviour, understand consequences, repair relationships and successfully reintegrate into learning.

The purpose of a Reset Session is educational and restorative rather than punitive.

During a Reset Session, pupils are supported to reflect upon:

- what happened;
- why the behaviour occurred;
- the impact their actions had on others;
- how similar situations can be managed differently in future.

Staff work alongside pupils to help them develop strategies that enable them to make better choices and regulate their behaviour more successfully.

During Reset Sessions pupils may:

- reflect upon their behaviour;
- identify behavioural triggers;
- review school expectations and our Christian ethos;
- rehearse the expectations of the HB Way;
- practise HB STARS learning behaviours;
- complete restorative conversations;
- undertake restorative actions where appropriate;
- prepare successfully for returning to learning.

Where appropriate, restorative conversations will involve repairing relationships with staff or peers affected by the incident.

Reset Sessions are designed to support successful reintegration into learning and promote long-term behaviour improvement.

11. Behaviour Monitoring and Support

Behaviour is monitored carefully to identify patterns, recognise emerging concerns and ensure that pupils receive appropriate support at the earliest opportunity.

Behaviour information is reviewed regularly by senior leaders in order to evaluate the effectiveness of behaviour strategies and identify pupils who may benefit from additional intervention.

The school's monitoring systems include:

- **Class Dojo** – recording Stop and Think Card and Yellow Card;
- **Arbor** – recording Red Cards, significant behaviour incidents and behaviour records;
- **CPOMS** – recording safeguarding concerns and serious welfare incidents where appropriate.

Behaviour information enables the school to:

- identify patterns of behaviour;
- recognise pupils requiring additional support;
- evaluate the effectiveness of interventions;
- monitor equality and consistency;
- inform pastoral support and behaviour planning.

Where behaviour patterns emerge, support may include:

- mentoring;
- Zones of Regulation support;
- pastoral interventions;
- SEND strategies;
- Individual Behaviour Plans (IBPs);
- targeted behaviour support;
- referrals to external agencies where appropriate.

The school works collaboratively with parents, carers and external professionals to ensure that behaviour support is both consistent and effective.

Behaviour interventions are reviewed regularly to ensure that they continue to meet individual pupil needs.

12. Responding to Behaviour

Effective behaviour management is built upon positive relationships, consistency and calm professional practice.

Staff respond to behaviour in ways that protect learning whilst preserving pupils' dignity and encouraging positive behaviour change.

Adults are expected to:

- remain calm;
- use respectful language;
- apply the Behaviour Policy consistently;

- recognise positive behaviour frequently;
- provide opportunities for pupils to make better choices;
- use restorative conversations where appropriate;
- maintain high expectations for every pupil.

Whenever possible, staff seek to de-escalate situations before sanctions become necessary.

Positive behaviour is recognised more frequently than inappropriate behaviour, reinforcing the behaviours we wish pupils to demonstrate.

Through this consistent approach, classrooms remain calm, purposeful and conducive to high-quality learning.

13. Reasonable Force

There may be exceptional circumstances where members of staff are required to use reasonable force to prevent a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- seriously damaging property;
- causing serious disruption to the good order of the school.

Any use of reasonable force will always:

- be proportionate;
- be reasonable in the circumstances;
- be used only for the minimum time necessary;
- follow Department for Education guidance.

All incidents involving reasonable force will be:

- recorded appropriately;
- reported to the Headteacher;
- communicated to parents or carers;
- reviewed where necessary.

Harper Bell Seventh-day Adventist School is committed to using de-escalation strategies wherever possible and regards physical intervention as a last resort.

Appropriately trained members of staff receive Positive Handling training in accordance with the school's Positive Handling procedures.

14. Parental Involvement

Harper Bell Seventh-day Adventist School recognises that parents and carers play a vital role in promoting positive behaviour and supporting pupils to achieve success.

Strong partnerships between home and school help ensure that behaviour expectations are understood, reinforced and consistently applied.

Parents or carers may be contacted where:

- Yellow Warnings become a regular occurrence and indicate frequent classroom disruption;
- a Red Card has been issued;
- a serious behaviour incident has occurred;
- ongoing behaviour concerns arise;
- additional pastoral or behaviour support is being considered.

Communication may take place through:

- telephone calls;
- face-to-face meetings;
- written correspondence;
- Arbor communications;
- review meetings involving relevant staff.

Where behaviour concerns persist, the school will work collaboratively with parents to agree appropriate strategies, interventions and targets that support positive behaviour and successful outcomes.

The school believes that behaviour is most effectively improved when pupils, parents and staff work together in a spirit of mutual respect, shared responsibility and partnership.

15. Suspensions and Permanent Exclusion

Harper Bell Seventh-day Adventist School is committed to maintaining a safe, respectful and inclusive learning environment where every pupil can thrive. Our approach to behaviour is founded on positive relationships, restorative practice and early intervention. Consequently, suspension and permanent exclusion are regarded as measures of last resort.

The school will always seek to understand the reasons behind a pupil's behaviour and will consider appropriate support and intervention before considering suspension or permanent exclusion, wherever this is safe and appropriate to do so.

Any decision to suspend or permanently exclude a pupil will be made by the Headteacher and will be lawful, reasonable, fair and proportionate, taking account of the Department for

Education's statutory guidance Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England.

Suspension

A suspension may be considered where a pupil's behaviour:

- seriously disrupts the education of others;
- poses a significant risk to the safety or welfare of pupils or staff;
- constitutes a serious breach of the school's Behaviour Policy;
- demonstrates persistent breaches of behaviour expectations despite previous interventions.

Examples may include:

- serious physical aggression;
- repeated bullying;
- discriminatory abuse;
- bringing prohibited items onto the school site;
- serious damage to property;
- behaviour placing others at significant risk.

Where a suspension is issued, the school will:

- inform parents without delay;
- explain the reasons for the decision;
- provide work for the period of suspension;
- arrange a reintegration meeting before the pupil returns;
- consider additional support to prevent recurrence.

Permanent Exclusion

Permanent exclusion will only be considered where:

- allowing the pupil to remain in school would seriously harm the education or welfare of others; or
- there has been a serious one-off incident that fundamentally breaches the school's Behaviour Policy.

Before making any decision, the Headteacher will consider:

- the seriousness of the incident;
- all available evidence;
- the pupil's age and individual circumstances;
- SEND and disability considerations;
- safeguarding implications;
- previous interventions and support.

The Governing Body will fulfil its statutory responsibilities in reviewing exclusions where required.

Throughout any exclusion process, Harper Bell remains committed to treating pupils and families with dignity, fairness and compassion.

16. Searching, Screening and Confiscation

The school has a statutory duty to safeguard pupils and maintain a safe learning environment.

Where there are reasonable grounds to suspect that a pupil is carrying a prohibited item, authorised members of staff may undertake a search in accordance with Department for Education guidance.

Searches will always be conducted:

- respectfully;
- proportionately;
- with consideration for the pupil's dignity;
- in accordance with safeguarding procedures.

Prohibited items include, but are not limited to:

- knives or offensive weapons;
- illegal drugs;
- stolen property;
- tobacco, cigarettes or vaping devices;
- fireworks;
- pornographic material;
- items likely to cause injury or disruption.

The school may also confiscate items that:

- disrupt learning;
- compromise safety;
- breach school rules.

Any prohibited items discovered during a search will be dealt with appropriately, which may include:

- informing parents;
- contacting the police;
- recording the incident on Arbor;
- recording safeguarding concerns on CPOMS where appropriate.

Staff receive guidance regarding searching and confiscation to ensure procedures remain lawful, proportionate and consistent.

17. Zones of Regulation and Pastoral Support

Harper Bell recognises that behaviour is often influenced by emotions, experiences and individual needs. Supporting pupils to understand and regulate their emotions is therefore an essential aspect of behaviour management.

The school uses the Zones of Regulation framework to help pupils:

- recognise their emotions;
- develop self-awareness;
- identify emotional triggers;
- learn self-regulation strategies;
- make positive behavioural choices.

Pupils are explicitly taught age-appropriate strategies that enable them to regulate their emotions and return to learning successfully.

Pastoral Support

Where pupils require additional support, a range of pastoral interventions may be implemented.

These may include:

- mentoring;
- restorative conversations;
- emotional literacy support;
- behaviour coaching;
- social skills development;
- Zones of Regulation interventions;
- SEND strategies;
- Individual Behaviour Plans (IBPs);
- external agency support where appropriate.

Interventions are designed to address underlying needs whilst maintaining high expectations for behaviour.

Support plans are reviewed regularly to ensure they remain effective and continue to meet pupils' individual needs.

The school believes that early intervention is key to preventing behaviour concerns from escalating.

18. Anti-Bullying

Harper Bell Seventh-day Adventist School is committed to providing a safe, caring and inclusive environment where every pupil is treated with dignity and respect.

Bullying is not tolerated in any form and is incompatible with the school's Christian values of Love, Learning and Laughter.

Every member of the school community has the right to feel safe, respected and valued.

Definition of Bullying

Bullying is behaviour that is:

- intentional;
- repeated over time;
- designed to hurt, intimidate or distress another person;
- characterised by an imbalance of power.

Bullying may be:

- physical;
- verbal;
- relational or social;
- cyber;
- discriminatory.

Discriminatory bullying may relate to:

- race;
- religion or belief;
- disability;
- gender;
- sexual orientation;
- gender reassignment;
- family circumstances;
- any other protected characteristic.

Preventing Bullying

The school promotes a culture of kindness and respect through:

- Christian values and ethos;
- Collective Worship;
- PSHE education;

- RSHE curriculum;
- HB Way expectations;
- HB STARS learning behaviours;
- restorative practice;
- pupil leadership opportunities;
- encouraging pupils to report concerns promptly.

Staff actively teach pupils how to recognise bullying, challenge unkind behaviour safely and seek support from trusted adults.

Reporting and Responding

All reports of bullying are taken seriously and investigated promptly.

Incidents will be:

- investigated thoroughly;
- recorded appropriately;
- managed fairly;
- followed up to ensure concerns have been resolved.

Where appropriate:

- incidents will be recorded on CPOMS;
- parents will be informed;
- restorative approaches will be used where appropriate;
- behaviour sanctions will be applied in accordance with this Behaviour Policy.

Support will focus upon:

- protecting the victim;
- addressing the behaviour of the pupil responsible;
- preventing recurrence;
- restoring positive relationships where appropriate.

Support for Pupils

Support may include:

For pupils experiencing bullying:

- reassurance;
- pastoral support;
- ongoing monitoring;
- mentoring;
- safeguarding support where appropriate.

For pupils displaying bullying behaviour:

- restorative conversations;
- behaviour intervention;
- mentoring;
- pastoral support;
- Individual Behaviour Plans where appropriate.

Where bullying presents a safeguarding concern, the Designated Safeguarding Lead will become involved and appropriate referrals will be made where necessary.

The school reviews bullying incidents regularly to identify patterns and continually improve practice.

19. Mobile-Free School

Harper Bell Seventh-day Adventist School is committed to maintaining a calm, focused and safe learning environment where pupils can fully engage in learning without unnecessary distractions.

In line with Department for Education guidance, Harper Bell operates as a mobile-free school.

Pupils are not permitted to use mobile phones during the school day unless specific permission has been granted by the Headteacher or a member of the Senior Leadership Team.

Restricting mobile phone use:

- promotes positive behaviour;
- reduces distractions to learning;
- supports pupils' wellbeing;
- minimises opportunities for cyberbullying;
- strengthens safeguarding arrangements.

Expectations

Where pupils bring a mobile phone to school:

- it must be switched off before entering the school site;
- it must be handed to the school office on arrival;
- it will be stored securely throughout the school day;
- it will be returned at the end of the school day.

Mobile phones must not be used:

- in classrooms;
- corridors;
- playgrounds;

- toilets;
- during breaktimes or lunchtimes;
- during educational visits unless authorised by staff.

These expectations apply equally to all pupils unless an agreed exception is in place.

Safeguarding

The school recognises that unrestricted access to mobile devices may increase safeguarding risks, including:

- cyberbullying;
- access to inappropriate online content;
- unauthorised photography or filming;
- sharing images without consent;
- online harassment;
- inappropriate communication.

Any safeguarding concerns relating to mobile phone use will be managed in accordance with the school's Safeguarding and Child Protection Policy and, where appropriate, recorded on CPOMS.

Confiscation

Where a pupil uses a mobile phone without permission:

- the device may be confiscated by a member of staff;
- it will be taken to the school office;
- it will normally be returned at the end of the school day.

Where misuse becomes persistent, parents may be required to collect the device from school.

Serious misuse of a mobile phone, including cyberbullying, recording others without permission or behaviour compromising safeguarding, may result in a Red Card and further sanctions in accordance with this Behaviour Policy.

Exceptions

Exceptions may be agreed where a mobile device is required:

- for medical purposes;
- as part of a reasonable adjustment for SEND;
- for safeguarding reasons;
- in exceptional circumstances approved by the Headteacher.

Any agreed exception will be recorded as part of the pupil's individual support arrangements.

Clear expectations regarding when and how the device may be used will be agreed with parents and the pupil.

Consistent Enforcement

To ensure fairness and consistency, all staff apply the school's mobile phone procedures consistently.

Parents are expected to support these expectations and reinforce the importance of responsible technology use.

By maintaining clear expectations regarding mobile devices, Harper Bell Seventh-day Adventist School promotes a safe, respectful and purposeful learning environment where every pupil can flourish academically, socially and spiritually.

Behaviour Policy Statement

This Behaviour Policy reflects Harper Bell Seventh-day Adventist School's commitment to developing pupils of excellent character who demonstrate respect, responsibility, resilience and compassion.

Through high expectations, positive relationships, restorative practice and a shared commitment between school, parents and pupils, we seek to create a community where every child is known, valued and supported to fulfil their God-given potential.

Our behaviour culture is built upon our Christian values of Love, Learning and Laughter, ensuring that pupils not only achieve academic success but also develop the character and integrity needed to become responsible citizens and lifelong learners.

Behaviour Response System – Revised 2026/27

1. Verbal/Non-Verbal Reminder

A calm verbal or non-verbal reminder is given and the expected behaviour is restated. The pupil is given a clear opportunity to correct the behaviour.

2. Stop and Think Card

If the behaviour continues following the reminder, the pupil receives a Stop and Think Card. This signals that the pupil needs to pause, reflect and make a better choice.

3. Yellow Card – 5-Minute Reflection Outside

If the behaviour continues, a Yellow Card is issued. The pupil completes a 5-minute reflection outside. The Yellow Card is recorded on Class Dojo.

4. Red Card

A Red Card is issued when behaviour continues following the earlier stages or when a serious behaviour incident occurs. A Red Card is recorded on Arbor and triggers the school's senior leadership response.

Staff should use the system calmly, consistently and proportionately. Serious incidents do not need to progress through all stages before a Red Card is issued. Where behaviour patterns emerge, staff should consider appropriate pastoral, SEND and other targeted support.