

Harper Bell Adventist School



Behaviour Policy

Issue Date:

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Review Date:

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

Chair of Governors Richard Beamish

Date approved: 16/03/26

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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 create a calm, orderly and purposeful environment in which all pupils are able to thrive academically, socially and spiritually.

The school is committed to ensuring that every pupil is able to fulfil their potential and develop the character, discipline and resilience required to succeed in education and in life. High standards of behaviour allow teachers to teach effectively and pupils to learn without disruption.

Our approach to behaviour is grounded in our Christian ethos and reflects the belief that every child is created with unique God-given talents and deserves the opportunity to develop those talents fully.

Our Vision

For all pupils to fulfil their God-given talents and aspire to achieve a university education.

Our Core Values

Love • Learning • Laughter

These values shape every aspect of school life and guide how members of the school community interact with one another.

Love promotes compassion, kindness and respect for others.

Learning promotes effort, perseverance and intellectual curiosity.

Laughter promotes joy, positivity and strong relationships within our school community.

Together these values help create a school culture where pupils feel safe, valued and motivated to succeed.

1.1 A Caring Christian Community

Harper Bell SDA School is a caring Christian community in which pupils are taught to treat one another with dignity and respect. Rooted in Seventh-day Adventist teachings, the school seeks to nurture the spiritual, moral, social and emotional development of every pupil.

The behaviour policy reflects the teachings of Christ and encourages pupils to develop qualities such as compassion, humility, forgiveness and responsibility. These values guide how members of the school community resolve conflict, support one another and contribute positively to the life of the school.

We believe that behaviour is not simply about compliance with rules but about developing strong moral character. Pupils are therefore supported to understand the impact of their actions and to take responsibility for their behaviour.

1.2 Promoting Positive Relationships

Positive relationships between staff and pupils are fundamental to effective behaviour management. At Harper Bell, staff prioritise building strong, respectful relationships with pupils so that expectations are understood and consistently upheld.

Staff model the behaviour they expect from pupils and communicate expectations clearly and calmly. When pupils feel respected, listened to and supported, they are more likely to engage positively in learning and respond constructively to guidance.

This policy therefore promotes a relational approach to behaviour in which consistency, fairness and clarity help pupils understand expectations and feel secure within the school environment.

1.3 High Behaviour Expectations

Harper Bell SDA School maintains high expectations for behaviour at all times. These expectations apply in classrooms, around the school site and when pupils represent the school in the wider community.

Pupils are expected to demonstrate self-discipline, respect for others and a commitment to learning. They are taught that their behaviour affects not only their own learning but also the learning of others.

As we remind pupils regularly:

“If you stop the teacher from teaching, you stop others from learning.”

By maintaining high expectations, we ensure that classrooms remain calm and focused and that all pupils are able to make the most of their education.

1.4 Fairness and Consistency

Consistency is central to effective behaviour management. Pupils should know that behaviour expectations apply equally to everyone and that responses to behaviour are predictable and fair.

Staff apply this policy consistently across the school so that pupils experience clear boundaries and reliable routines. Consistency helps pupils feel secure and reduces uncertainty about expectations.

Where pupils require additional support, staff take individual needs into account while maintaining the overall expectations of the school.

1.5 Developing Independence and Responsibility

An important aim of the behaviour policy is to help pupils develop independence, responsibility and self-discipline. Through consistent expectations and supportive guidance, pupils learn to regulate their behaviour and make positive choices.

Rather than simply imposing sanctions, the school aims to help pupils understand why certain behaviours are expected and how their actions affect others. Pupils are encouraged to reflect on their behaviour and learn from mistakes so that they can grow in maturity and character.

1.6 Promoting Positive Behaviour

Positive behaviour is actively recognised and celebrated at Harper Bell. Staff regularly acknowledge effort, kindness, perseverance and respect through praise and rewards.

Celebrating positive behaviour helps reinforce the values of the school and encourages pupils to continue making positive choices. By highlighting examples of excellent behaviour, we create a culture in which pupils are motivated to meet high expectations.

2. Definitions of Behaviour

To ensure clarity and fairness, the school distinguishes between low-level misbehaviour and more serious incidents. This allows staff to respond proportionately while maintaining a consistent approach.

Misbehaviour may include behaviour that disrupts learning or prevents pupils from engaging fully in lessons. Examples include calling out, distracting others, refusing to complete learning tasks or failing to follow classroom routines.

Serious misbehaviour involves actions that threaten the safety, wellbeing or dignity of others or significantly disrupt the school environment. Examples include repeated rule-breaking, bullying, discriminatory behaviour, fighting, vandalism or possession of prohibited items.

Certain behaviours are treated with particular seriousness because of their potential to harm others or undermine the safety of the school community. These include physical aggression, discriminatory harassment and any behaviour that threatens the safety of staff or pupils.

Where serious behaviour occurs, the school responds swiftly and proportionately to ensure the safety of the community and to reinforce expectations.

3. School Rules Based on Biblical Teaching

The behaviour expectations at Harper Bell are guided by Biblical principles that encourage pupils to treat others with kindness, respect and integrity.

The school rules are intentionally simple so that they can be understood and remembered by pupils of all ages.

Rule 1

Treat Others as You Would Want to Be Treated (Matthew 7:12)

This rule reminds pupils to show kindness and respect in their interactions with others. Pupils are expected to demonstrate good manners, offer help to others and treat people with compassion. Adults model this principle by treating pupils with dignity and patience and by promoting respectful relationships throughout the school.

Rule 2

Try Your Very Best All of the Time (1 Corinthians 10:31)

This rule encourages pupils to approach learning with effort and perseverance. Pupils are expected to listen carefully, follow instructions and give their best effort in all aspects of school life. Adults support pupils by providing encouragement, maintaining high expectations and demonstrating a commitment to every child's success.

Rule 3

Forgive and Move Forward (Matthew 6:14–15)

This rule reflects the Christian principle of forgiveness and restoration. When mistakes occur, pupils are encouraged to take responsibility, apologise sincerely and move forward positively. Staff reinforce this principle by offering fresh starts and supporting pupils to learn from their experiences.

4. Rewards and Recognition

Recognising positive behaviour is an essential part of the school's behaviour culture. Rewards reinforce the values of the school and encourage pupils to demonstrate positive attitudes and conduct.

Pupils may receive recognition through house points, praise assemblies and other forms of positive acknowledgement. House points are awarded when pupils demonstrate the values of Love, Learning and Laughter through their actions.

The school's house teams are: **Trinity, Christ, Emmanuel and Kings**. These houses encourage a sense of belonging and friendly competition.

WOW cards may be awarded for exceptional effort or acts of kindness and are shared with parents to celebrate pupils' achievements.

Praise assemblies take place regularly to recognise pupils who demonstrate the virtues of the Mountain of Character and Learning.

The Good to be Green system provides visual recognition of positive behaviour across the school day and encourages pupils to maintain excellent conduct.

5. HB STARS and Engagement Expectations

Harper Bell expects high levels of engagement in every lesson. Pupils are explicitly taught how to demonstrate positive learning behaviours through HB STARS.

High levels of engagement are expected in every lesson. To support this, pupils are explicitly taught the HB STARS learning behaviours which promote active participation and respectful communication.

HB STARS encourages pupils to demonstrate readiness to learn, focus their attention and engage positively in classroom discussions. Pupils learn that effective learning requires concentration, listening and participation.

By consistently reinforcing these behaviours, teachers establish calm and purposeful classrooms in which all pupils are able to learn effectively.

HB STARS also supports the development of oracy skills by encouraging pupils to listen attentively and communicate clearly when contributing to lessons.

- ★ S > Sit Up Straight, Demonstrate readiness to learn
- ★ T > Track the Speaker, Eyes focused on the person speaking
- ★ A > Active Listening, Engage thoughtfully and concentrate
- ★ R > Respect and Respond, Use polite language and respond appropriately
- ★ S > Speak Loudly and Proudly, Use a clear and confident voice

The STARS approach supports:

- Focus and concentration
- Classroom participation
- Oracy development
- Self-regulation
- A positive classroom climate



6. The HB Way

The HB Way describes the standards of conduct expected from all pupils within the school community.

The HB Way emphasises respect, responsibility and pride in the school environment. Pupils are expected to demonstrate kindness towards others, follow instructions promptly and take responsibility for their behaviour.

The HB Way also includes expectations around uniform, care for the school environment and respectful interactions with staff and peers.

Through these expectations, pupils learn that their actions contribute to the overall culture of the school.

Pupils are expected to:

- Help others feel valued
- Demonstrate patience and kindness
- Wear the correct school uniform
- Take pride in keeping the school environment clean
- Follow adult instructions the first time they are given
- The HB Way promotes strong character, responsibility and positive attitudes to learning.

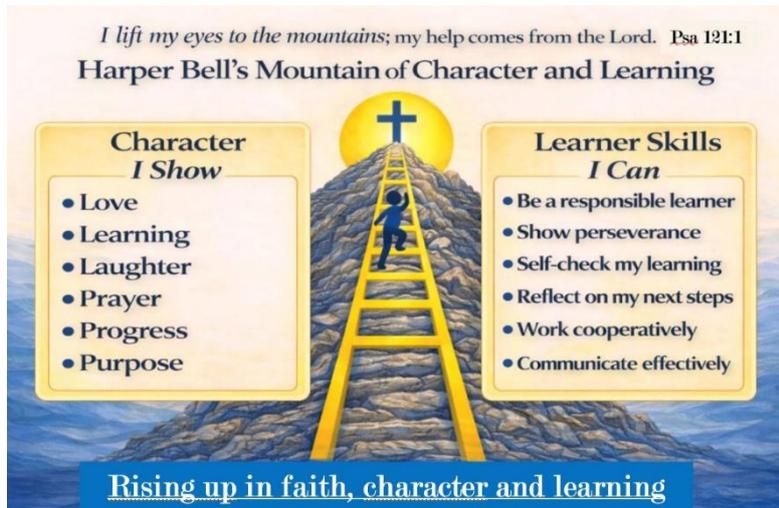
7. The Mountain of Character and Learning

The Mountain of Character and Learning provides a framework for developing the character traits that support successful learning.

The model teaches pupils that learning is a journey requiring perseverance, resilience and reflection. Pupils are encouraged to see challenges as opportunities for growth and to develop the confidence to overcome difficulties.

By embedding these values in daily learning, the school helps pupils develop both academic and personal strengths.

The Mountain framework also supports metacognition by encouraging pupils to think about their learning, reflect on their progress and take responsibility for improvement.



Key learning behaviours include:

- Perseverance
- Reflection
- Collaboration
- Creativity
- Curiosity
- Integrity

Through this framework pupils learn that learning is a journey requiring effort, resilience and self-belief.

The model promotes:

- Metacognition and reflection
- Self-regulation
- Personal responsibility
- Christian character development

8. Behaviour Sanctions: Yellow and Red Cards

While the school prioritises positive behaviour and supportive relationships, clear consequences are necessary when behaviour falls below expectations.

The Yellow and Red Card system provides a consistent structure for responding to disruptive behaviour while allowing pupils opportunities to correct their behaviour before more serious sanctions are applied.

Yellow Cards are used to address repeated low-level disruption that continues after reminders and warnings. They signal that a pupil must change their behaviour in order to remain engaged in learning.

Red Cards are issued for serious behaviour or when a pupil receives two Yellow Cards in the same day. A Red Card indicates that the behaviour has reached a level requiring intervention from senior leaders.

When a Red Card is issued, the pupil is removed from the classroom by a member of the Senior Leadership Team. Parents are contacted on the same day and the incident is recorded on CPOMS.

The pupil will attend a Reset Session to reflect on their behaviour and rehearse the expectations of the school.

Yellow Cards

A Yellow Card is issued when low-level disruptive behaviour continues after reminders.

Examples include:

- Not engaging in learning
- Preventing others from learning
- Failure to follow routines

Two Yellow Cards in one day result in a Red Card.

Red Cards

Red Cards are issued for serious behaviour or repeated disruption.

Examples include:

- Refusal to follow instructions
- Aggressive behaviour
- Theft
- Serious disrespect
- Two Yellow Cards in one day

Consequences include:

- Immediate removal to SLT
- Parent contact
- Lunchtime Reset session
- Incident logged on CPOMS

9. The Behaviour Response System

Staff respond to behaviour using a consistent stepped approach.

Step 1 – Reminder

A calm verbal reminder is given and expectations are restated.

Step 2 – Warning

If behaviour continues, the pupil receives a Yellow Warning.

Step 3 – Yellow Card

If behaviour persists, a Yellow Card is issued and recorded.

Step 4 – Red Card

Two Yellow Cards in one day or serious behaviour results in a Red Card and removal by SLT.

10. Reset Sessions

Reset sessions provide an opportunity for pupils to reflect on their behaviour and understand how to make better choices in the future.

During a Reset session, pupils are guided through a structured reflection process. They are supported to identify the behaviour that led to the incident, consider how their actions affected others and discuss strategies for responding differently in future situations.

Reset sessions are restorative in nature and are intended to support behaviour improvement rather than simply punish pupils.

During Reset pupils:

- Reflect on their behaviour
- Identify triggers
- Review expectations
- Rehearse HB WAY and STARS behaviours
- Complete restorative actions

Reset is a restorative intervention designed to help pupils return successfully to learning.

11. Behaviour Monitoring and Support

Behaviour is monitored carefully to ensure that patterns are identified early and that appropriate support is provided.

Behaviour incidents are recorded using the school's monitoring systems including Arbor, Class Dojo and CPOMS. Senior leaders review behaviour data regularly in order to identify trends and implement appropriate interventions.

Where pupils experience ongoing difficulties with behaviour, additional support may be provided through pastoral mentoring, targeted interventions or support from the SEND team.

Behaviour patterns are monitored through:

- Arbor
- Class Dojo

- CPOMS

Where patterns emerge, additional support may include:

- Mentoring
- Zones of Regulation support
- Pastoral interventions
- SEND strategies
- Pastoral Support Plans (PSP)

12. Responding to Behaviour

Staff respond to behaviour using calm and consistent approaches that reinforce expectations while maintaining positive relationships.

Teachers provide clear instructions, use reminders and offer opportunities for pupils to correct behaviour before sanctions are applied. Positive behaviour is acknowledged frequently so that pupils understand what is expected.

This consistent approach ensures that behaviour is managed fairly and that classrooms remain focused on learning.

- Staff manage behaviour through:
 - Calm and consistent communication
 - Clear routines and expectations
 - Positive reinforcement
 - Fair and proportionate responses

13. Reasonable Force

In rare circumstances it may be necessary for staff to use reasonable force to prevent injury, serious disruption or damage to property. Any use of reasonable force is carried out in accordance with Department for Education guidance and is recorded appropriately.

- Injury
- Serious disruption
- Damage to property
- Criminal behaviour
- Any use of force is recorded and follows DfE guidance.
- All staff have received Positive Handling training.

14. Parental Involvement

Parents are important partners in supporting positive behaviour. The school communicates with parents regarding serious incidents or ongoing behaviour concerns so that staff and families can work together to support pupils.

Open communication between school and home helps ensure that behaviour expectations are reinforced consistently.

Parents are contacted in cases of:

- Serious incidents
- Repeated concerns
- Red Card sanctions

Meetings may be arranged where additional support is required.

15. Suspensions and Permanent Exclusion

Suspensions and permanent exclusions are used only in serious circumstances and follow the statutory guidance provided by the Department for Education.

These measures may be considered where behaviour poses a serious risk to the safety or learning of others or where repeated incidents demonstrate that other interventions have been unsuccessful.

16. Searching, Screening and Confiscation

The school may conduct searches where there is reasonable suspicion that a pupil may be carrying prohibited items. Searches are carried out safely and respectfully in line with statutory guidance.

17. Zones of Regulation and Mentoring

The Zones of Regulation framework supports pupils in recognising and managing their emotions. Through this approach pupils learn strategies to regulate their behaviour and respond constructively to challenging situations.

Mentoring support is available for pupils who require additional guidance in managing behaviour or emotions. Mentoring sessions provide opportunities for reflection, goal-setting and restorative conversations.

18. Anti-Bullying

Harper Bell SDA School takes bullying extremely seriously and is committed to ensuring that all pupils feel safe and respected.

Bullying is defined as repeated behaviour intended to hurt, intimidate or upset another person. It may take physical, verbal, relational or online forms.

All reports of bullying are investigated promptly. Where bullying is confirmed, the school takes decisive action to protect the victim and address the behaviour.

The school also provides support for pupils displaying bullying behaviour in order to help them develop empathy, self-control and respect for others.

All incidents are recorded on CPOMS and monitored by senior leaders.

Bullying may be:

- Physical
- Verbal
- Relational
- Cyber
- Discriminatory

All bullying incidents are investigated promptly and recorded on CPOMS.

The school prioritises:

- Protection of victims
- Education of pupils displaying bullying behaviour
- Restoration of relationships
- Ongoing monitoring

Bullying in any form is incompatible with the Christian values of Harper Bell SDA School.

19. Mobile-free schools

Harper Bell Seventh-day Adventist School is committed to maintaining a calm, focused and safe learning environment. In line with Department for Education guidance on mobile phone use in schools, updated from April 2026, pupils are not permitted to use mobile phones during the school day.

The restriction of mobile phone use supports positive behaviour, reduces distractions to learning and helps protect pupils from potential safeguarding risks associated with online communication and social media.

19.1 General Expectations

Pupils should not use mobile phones on the school site during the school day.

Where pupils bring a mobile phone to school, the device must be switched off and handed in to the school office on arrival. Phones will be securely stored and returned to pupils at the end of the school day.

Mobile phones must not be used in classrooms, corridors, playgrounds or toilets.

This expectation applies throughout the school day, including break times and lunchtimes.

These rules help ensure that pupils remain focused on learning and that the school environment remains calm and purposeful.

19.2 Safeguarding Considerations

The school recognises that unrestricted access to mobile phones can create safeguarding risks. These may include:

- Access to inappropriate online content
- Cyberbullying or harassment

- Recording or photographing pupils or staff without consent
- Sharing images or information in ways that place pupils at risk

The school's approach to mobile phone restrictions supports its safeguarding responsibilities as outlined in Keeping Children Safe in Education (KCSIE).

Any safeguarding concerns arising from mobile phone use will be recorded on CPOMS and addressed in line with the school's safeguarding procedures.

19.3 Confiscation of Devices

If a pupil is found using a mobile phone in school without permission, the device may be confiscated by a member of staff.

Confiscated devices will be taken to the school office and returned at the end of the school day. In repeated cases, parents may be required to collect the device from school.

Serious misuse of a mobile phone, including recording others without consent or using a device for bullying or harassment, will be treated as a serious behaviour incident and may result in sanctions in line with this Behaviour Policy.

19.4 Exceptions

The school recognises that in some circumstances pupils may need access to a mobile device for legitimate reasons.

Exceptions may be granted where:

- A pupil has a medical condition requiring monitoring through a device, such as blood glucose monitoring for diabetes
- A device forms part of an agreed reasonable adjustment for a pupil with SEND
- There are exceptional safeguarding or welfare reasons

Any exception must be agreed in advance by the Headteacher or a member of the Senior Leadership Team and will be recorded as part of the pupil's support plan.

Where an exception is granted, clear expectations will be established regarding when and how the device may be used.

19.5 Consistent Enforcement

In order to maintain fairness and clarity, the mobile phone rules are enforced consistently across the school.

Staff will follow the procedures outlined in this policy when responding to misuse of mobile phones. Pupils are reminded that school rules apply to everyone and are designed to protect the learning environment for all.

Parents are expected to support the school in ensuring that pupils understand and follow these expectations.

By maintaining clear and consistent rules around mobile phone use, Harper Bell SDA School ensures that pupils can focus fully on learning and that the school remains a safe and respectful environment for everyone.
