





The Federation of Tiverton Schools
Heathcoat Primary School
Positive Behaviour for Learning Policy

Status	Statutory
Job title	Head of School
Nominated prime author:	Model Policy
Policy to be implemented by:	All Staff
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Signature of Co-Chair of Governors:	 



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Heathcoat Primary School

Positive Behaviour for Learning Policy

Statement of intent

There is an expectation at Heathcoat Primary School of pupils engaging positively in their day-to-day experience at school and recognising that positive behaviour impacts on their ability to flourish and engage in school. At HPS our expectation is that we manage behaviour as effectively as possible to create a calm, safe and supportive environment where children can learn and thrive. [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/behaviour-in-schools-guidance.pdf)

Aims

To improve the behaviour for learning of pupils at school we will:

- Apply whole school behaviour for learning policy consistently
- Establish and maintain a high profile for behaviour for learning
- Relate behaviour issues directly to the school's values and ethos
- Monitor progress in behaviour measurable outcomes

To make behaviour for learning a priority for all those associated with the school including pupils, parents, teachers and governors we will:

- Appoint a member of the Senior Leadership Team to lead improvement work and monitor progress
- Publish the updated behaviour policy on the website at the beginning of each academic year
- Use the school website to promote our behaviour for learning procedures
- Keep the whole school community informed of behaviour issues in termly newsletter items
- Keep Governors up to date through regular feedback from the Head of School and Head of Federation reports to governors

To develop a framework which defines expected behaviour for learning and promotes consistency in applying rewards and consequences we will:

- Link our Learning behaviours and expectations closely to the following agreed learning values and display these across the school;

T teamwork

R respect



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A aim high

I independence

N never give up!

- Develop and share clear 'Learning Behaviours and Expectations' with staff, pupils, parents and governors.
- Teach our expectations for learning behaviour
- Have clear and agreed consequences and rewards with the use of the 'Learning Behaviours and Expectations' system by all staff.

A 'Learning Behaviour and Expectations' behaviour chart is displayed in each classroom, with children starting every day on blue and will be expected to stay there or move to green. It is expected that all children will be following our 'Learning Behaviour and Expectations' during learning and at break time and lunch time. This scaling approach is used to track behaviour and to identify rewards and consequences.

	Share work with Head of School and they receive a certificate and prize. The class teacher contacts the parents to inform them. Their name is published in the newsletter and is shared in celebration assembly on a Friday as well as being displayed on the classroom door for the week.
	5 house points and verbal recognition of positive learning behaviours.
	Start here each day
	Warning given about the current behaviour and the possibility of moving to yellow. They will remain on grey until their behaviour choices improve to the standard expected at our school where they can move back to blue.
	Miss 10 minutes of the next break time or lunchtime depending on timing of incident (in reception this is 10 mins time out immediately). The class teacher discusses the behaviour with the child and what they need to do to improve. After consequence move back to blue.
	Miss majority of lunchtime, spend time with SLT on duty, eat lunch with them and reflect on behaviour through a comic strip conversation and write sorry card or draw picture. Have last 15 minutes of lunchtime. Class teacher to inform parents. After consequence move back to blue. If they are on red during the afternoon, then see member of SLT before the end of the day and miss lunchtime the following day.

Children will be reminded of the learning behaviour and expectations before moving to grey or below.

All sanctions at the level of yellow or red will be recorded on CPOMS and shared with the SLT and the child's team leader.



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- Rewards are as follows: -
 - If children are going above our 'Learning behaviours and expectations', then they will be moved onto light green and earn 5 house points. They will remain on this all day or could move up or down depending on their behaviour choices.
 - If children are demonstrating outstanding work or behaviour against our 'Learning behaviours and expectations', then they will move up to dark green. They will receive a prize and certificate from the team leader and the class teacher will contact the parents. Their name or photo will be displayed on the classroom door as well as celebrated in the newsletter and Friday's assembly.

Any physical abuse of staff or children, serious verbal abuse or complete refusal to follow reasonable adult instructions will result in an immediate move onto red and/or a referral to the SLT who will assess the level of severity of the situation and the sanction required, which could include a suspension in line with appropriate guidance. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#)

Like all schools bullying will not be tolerated. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. All bullying will be recorded in the bullying log and on CPOMS. [Policies and other documentation - Heathcoat Primary School](#)

To provide support, advice and guidance to pupils and parents we will:

- As a whole staff act as positive role models for behaviour for learning
 - Highlight behaviour in: Assemblies and newsletters
 - Provide regular opportunities between teachers and children to think about how to care, respond and behave in a variety of situations through:
 - The learning behaviours and expectations will be discussed regularly in assembly.
 - Lessons- in PSHE through the use of the Jigsaw programme, circle times, and 'Learning behaviours and expectations' discussions
 - Staff being available to talk to pupils
 - Modelled and practise what positive behaviours look like
 - Offer 1-1 support and/or behaviour contracts for those children who regularly move off the 'Learning behaviours and expectations' chart and who are deemed to be putting their learning and the learning of others seriously 'at risk'
 - Involve parents from the earliest stage
 - Seek to understand personal behaviour and emotional issues when communicating with parents
- Heathcoat Primary School



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To provide consistent information for individual parents about behaviour that needs improvement we will:

- Identify patterns of negative behaviour that are affecting learning
- Encourage parents into school to discuss the support we can offer
- Inform parents on a daily/weekly/termly basis of progress depending on mutually agreed need through home/school diary or letter
- Refer to the SEMH service for strategy advice and support

Appendices:

- 1) Behaviour contracts



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Appendix 1

Rationale

Behaviour contracts are for pupils who are persistently on red on the Learning Behaviour and Expectations chart. The Behaviour Policy suggests '1-1 supports and /or behaviour contracts for those children who regularly move off the 'Learning Behaviours and expectations chart and who are deemed to be putting their learning and the learning of others seriously at risk.'

How to use a behaviour contract

1. Set the contract up with the parent and child present – secure parental agreement.
2. The contract is not meant to be long term but a short-term intervention to support a pupil and break down behaviours into achievable goals.
3. All staff who are involved with the pupil will be informed so that they can give them encouragement to reach their morning / afternoon points goal.
4. On the Behaviour Contract template, identify a clear weekly goal.
5. There are 10 sections a day (including coming in to school, playtime and lunchtime). In each section, the child can earn up to 5 points – i.e. up to 50 points a day.
6. Set a possible lunchtime reward and a more appealing end of the day reward target to work towards, personalised to the child.
7. The child needs to earn an agreed number of points each morning/afternoon (personalise this depending on the need of the child). NB to get the child on board with the process quickly, make the points easy to achieve in the first instance. For example, 15 in the morning and 15 in the afternoon.
8. Once the child is experiencing success, increase the challenge (i.e., the number of points needed).
9. If the child earns enough morning points, they will have a short reward before lunch. If the child does not earn enough points in the morning, they will go on red at lunchtime.
10. If the child earns the required number of points in the afternoon, they earn the reward. If they earn too few points, they will go on red at the end of the day and spend time out of class with a member of SLT.
11. Each session (morning or afternoon) is a self-contained period of time – an opportunity for a fresh start. Consequences are not carried over to the next session.