



HPS: Helping People Succeed

Positive Behaviour for Learning policy

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Job title	Headteacher
Nominated prime author	D Higginson
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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 succeed in school and beyond.

We want the children at HPS to develop the skills that will help them to achieve and become successful, independent and lifelong learners.

We can achieve this aim when we work as a team: children, parents and staff, to create the best conditions and environment for learning.

- We believe that good behaviour has a positive effect on progress and learning.
- We believe that children who are treated with respect will learn how to offer that respect to others.
- We believe that we all have a responsibility to help children achieve a high level of positive behaviour and that best results come from working together with regular communication between home and school.

It is essential that there is consistency in dealing with behaviour throughout the school.

This policy was therefore reviewed and agreed by all members of teaching and support staff.

Parental support is essential. We ensure that parents/carers are made aware of the school's approach to promoting positive behaviour from the time their children enter school.

Through both, the hidden and taught curriculum, we foster a sense of community and caring for each other. In daily life, good manners and thoughtfulness are encouraged and children are praised for demonstrating these qualities.

At HPS 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](https://www.gov.uk/guidance/behaviour-in-schools-guidance) ([publishing.service.gov.uk](https://www.gov.uk/guidance/behaviour-in-schools-guidance))



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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 vision, values and ethos.
- Ensure all children feel and are safe, secure and happy.
- Monitor progress in behaviour measurable outcomes.
- Ensure all children feel and are safe, secure and happy.
- Enable pupils to acquire and develop a range of social skills that will prepare them for life.
- Promote an appreciation of the needs of others and respect for their property.
- Fully involve parents in all aspects of their child's behaviour.
- Foster positive attitudes towards everyone with achievement at all levels being acknowledged and valued.
- Ensure a clear and consistent approach to behaviour throughout the school that is supported by children, staff, parents, governors and visitors.
- Encourage independence, self-discipline and raise self-expectations so that children learn to accept responsibility for their own behaviour and learning.
- Continue to build upon the values of the school as laid out in the school's vision and values statement (TRAIN).
- Promote an atmosphere where children have good self-esteem and are equipped with the skills to form positive relationships.

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 Governors up to date through regular feedback from Headteacher reports to governors.



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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

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, showing the blue section and above. The children are taught about the grey area (warning), and are aware of the yellow and red, however this is not displayed on the classroom wall.

Children start every day on blue and will be expected to stay on blue 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 up to 10 minutes from the next break time or lunchtime depending on timing of incident (in reception this is up to 10 mins time out immediately). The class teacher discusses the behaviour with the child



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	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.

Staff will ensure that they are clearly labelling the behaviour as unacceptable, not the child.

• 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 will be in the newsletter as well as celebrated in Friday's assembly.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Any physical abuse of staff or children, or serious verbal abuse such as swearing 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 \(publishing.service.gov.uk\)](#)

Complete refusal to follow reasonable adult instructions may also result in the above consequences. However, children will always be encouraged and supported to comply through our relational approach in the first instance.

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](#)



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

- Adopt a relational approach
- Promote and model the school's TRAIN values
- Act as positive role models for behaviour for learning
- Model respect and what positive behaviour looks like
- Make time to talk to pupils
- Highlight learning behaviour expectations regularly in assemblies and newsletters
- Provide regular opportunities to think about how to care, respond and behave in a variety of situations via PSHE lessons (Jigsaw programme), circle times, 'Learning behaviours' discussions and assemblies
- Follow the behaviour policy
- Involve parents from the earliest stage of behavioural concerns
- Seek to understand personal behaviour and emotional issues when communicating with parents.

We will:

- 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'.

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 and strategies that they might put into place at home to support. We will work together to agree on how we can help their child to improve their behaviour choices.
- Inform parents on a daily/weekly/termly basis of progress depending on mutually agreed need through telephone call, email or face to face conversation.
- Refer to the SEMH service for strategy advice and support, where needed.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment



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- Be recorded on CPOMS and reported to parents

Please see Appendix 2 for further information

Appendices:

- 1) Behaviour contracts
- 2) Passive Intervention and Prevention Strategies

Appendix 1

Rationale

Behaviour contracts may be used 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.



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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.

Appendix 2 Passive Intervention and Prevention Strategies

Things to remember:

- Almost 100% of incidents can be supported/solved without physical intervention and this strategy should only be used if it is appropriate and necessary.
- Behaviour is a communication of an unmet need - What is it?
- How much of a problem is it? Can you positively ignore and then praise immediately when appropriate
- Keep focused on the PRIMARY behaviours not the secondary (e.g. a verbal reaction)
- Use an instruction 'You need to sit down'
 - Calmly repeat
 - Give a choice
 - Calmly repeat
 - Consequence 'If you don't then.....' (Natural and logical consequences)
 - Give positive as soon as possible
- Staff supporting each other. Can use script 'I am available for help'. Use of limited adults is best.
- Be respectful of the child's SPACE. Side on approach rather than face to face.
- The first person to calm down is *you*.
- All members of staff are authorised members of staff to 'use force' as instructed by the Headteacher. We all have a duty of care but why is it necessary?

Legislation and Guidance

As a rule, nobody has the right to touch, move, hold or contain another person. *However*, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why it is NECESSARY. The best legal defence would be to show that any actions taken were in the child's BEST INTEREST and that they were REASONABLE AND PROPORTIONATE.

In the Education and Inspections Act 2006 (part 7): A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:



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- a) committing an offence
- b) causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Reasonable force (There is no legal definition) must be *the minimum force for the desired result
*proportionate to any force used against you. Disproportionate force would be an offence. It is always unlawful to use force as a punishment.

Principles of passive intervention:

- The safety of both children and staff are equal
- Safety is paramount for both
- The skills of guiding, safe touch and holding are acts of care which combine with calming, diffusing and problem solving.

It is designed to:

- Give the pupil back some control and help in calming down
- Help children who have experienced negative touch
- Make movement safe not to overpower
- Allow staff to act confidently at times of crisis

To maximise safety when holding, use a team approach

Any physical intervention must be recorded on CPOMS. Parents must be informed.

CPOMS Positive handling:

Child/ date/ time

1. Incident
2. Known Trigger?
3. Prevention/de-escalation strategies used
4. What behaviour led to positive hold?
5. What PIPS techniques were used- by which staff?
6. Outcome / Next steps
7. Informing the parents – Who/When-must be on the same day (ensuring they understand reasonable force was used and why)

If it is deemed that a pupil may be likely to need support via physical intervention due to observed escalation or after a single incident then this should be included in their behaviour care plan and shared with parents.

Schools must ensure that they have staff who have received training in passive intervention and prevention strategies. This should be refreshed every three years or more frequently if required. The school's approach to passive intervention and prevention strategies must be included in staff induction