



Heathcoat Primary School

Positive Behaviour Management Policy

Date adopted: July 2026 (for September 2026)

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Ratified by: Governing body

Review date: July 2027

Other relevant School policies include:

- Equality Policy
- SEND Policy
- Uniform Policy
- HPS Anti-Bullying Policy
- HPS Suspension and Permanent Exclusion Policy
- HPS Attendance Policy
- Online Safety Policy
- Restrictive Interventions, including use of reasonable force policy

Statutory guidance:

- <https://www.gov.uk/government/publications/school-exclusion>
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [Use of reasonable force and other restrictive interventions guidance](#)
- www.gov.uk/government/publications/keeping-children-safe-in-education--2

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Vision

At Heathcoat Primary School, we believe every child has the right to learn in a safe, calm and inclusive environment where they feel valued, respected and able to succeed.

Positive behaviour is rooted in high expectations, positive relationships and a culture of belonging. We teach behaviour explicitly, reinforce expectations consistently and support children to develop self-regulation, responsibility and respect for others.

We recognise that behaviour is a form of communication. While we maintain high expectations for all pupils, we also recognise that children may require support, guidance and reasonable adjustments to meet these expectations.

1. Aims

This policy aims to:

- ensure all pupils feel safe, supported and ready to learn
- promote high standards of behaviour and conduct
- create a calm, purposeful learning environment
- develop pupils' self-regulation, responsibility and independence
- build positive relationships based on mutual respect
- provide a clear and consistent framework for responding to behaviour
- support inclusion and meet our duties under the Equality Act 2010 and SEND legislation
- promote the wellbeing of all members of the school community

This behaviour policy is based on our vision: **HPS – Helping People Succeed** and is underpinned by an inclusive approach informed by the work of Bronfenbrenner and Maslow's hierarchy of needs.

Our policy is centred on children feeling safe, connected and ready to learn.

2. Roles and Responsibilities

Governors	The Governing Body is responsible for: • reviewing and approving this policy • monitoring the effectiveness of the policy • holding leaders to account for behaviour, attendance and inclusion outcomes
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	- ensuring the school fulfils its statutory responsibilities relating to behaviour, safeguarding, equality and SEND - supporting the development of a positive behaviour culture across the school
Headteacher	The Headteacher is responsible for: - implementing and communicating this policy - promoting a culture of high expectations, safety and respect - ensuring behaviour is managed consistently across the school - supporting and developing staff through training, coaching and professional development - monitoring behaviour trends and responding appropriately - making decisions regarding suspensions and permanent exclusions in accordance with statutory guidance
Senior Leaders	Senior Leaders will: - support staff in implementing the policy consistently - monitor behaviour, exclusions and incidents - provide coaching and guidance to colleagues - work alongside families and external agencies where appropriate - ensure support is in place for children whose behaviour may indicate additional needs
Staff	All staff are responsible for: - modelling the behaviours and values expected at HPS - maintaining high expectations of behaviour - teaching, practising and reinforcing routines and expectations - responding to behaviour consistently and fairly - building positive relationships with pupils - exercising professional judgement appropriately - recording and reporting concerns in line with school procedures - working in partnership with parents and carers
Parents and Carers	Parents and carers are expected to: - support their child in following school expectations - work in partnership with the school to promote positive behaviour - communicate concerns that may affect their child's wellbeing, behaviour or learning - engage with meetings and support plans where appropriate - model respectful behaviour towards staff, pupils and other members of the school community
Pupils	Pupils are expected to: - follow the school's rules and expectations - demonstrate the HPS TRAIN values - treat others with kindness, respect and consideration - take responsibility for their behaviour and learning - contribute positively to the school community - seek support from trusted adults when needed

3. Values and Experience

Our approach is underpinned by the **HPS TRAIN** Values:

- Teamwork
- Respect
- Aim High
- Independence
- Never Give Up

These values are reflected in our three school rules

Be Ready

- arrive prepared to learn
- engage positively in learning
- try your best

Be Respectful

- listen and follow instructions
- treat others with kindness
- care for our environment and resources

Be Safe

- keep ourselves and others safe
- move calmly around school
- use appropriate language and behaviour



These expectations are taught explicitly, revisited regularly and reinforced consistently throughout the school day.

4. Creating a Positive Behaviour Culture

Our relational approach focuses on understanding behaviour, strengthening relationships and helping children develop the skills to manage their emotions and make positive choices. We recognise that behaviour is a form of communication and that children may sometimes need guidance, support and understanding to succeed.

Through high expectations, consistent routines and positive relationships, we help children to:

- feel safe, happy and included
- develop confidence, resilience and independence
- understand and manage their emotions
- show empathy and respect towards others
- take responsibility for their behaviour and learning
- contribute positively to school life and the wider community

This approach also enables staff to create calm, purposeful learning environments where every child can thrive and achieve their potential.

At HPS, every member of the community has the right to feel safe, respected and valued. We are committed to creating an inclusive environment where all children, regardless of their background, race, gender, disability or individual needs, can flourish.

We recognise that behaviour can be influenced by a range of factors, including adverse childhood experiences (ACEs), social and emotional needs, and individual circumstances. Our staff are trained to understand these influences and respond with curiosity, empathy and appropriate support. Where needed, additional interventions and partnerships with families and external agencies will help ensure that every child feels understood, supported and able to succeed.

4.1 Teaching Behaviour

At HPS, we recognise that behaviour must be taught in the same way as any other aspect of learning.

Behaviour expectations, routines and conduct are explicitly taught, modelled, practised and revisited throughout the school year. Staff provide regular opportunities for children to learn and rehearse the behaviours that help everyone feel safe, respected and ready to learn.

Children are supported to understand not only what is expected, but why these expectations are important. Expectations are reinforced through everyday interactions, assemblies, PSHE, classroom discussions and consistent adult role modelling.

4.2 Creating Routines

At HPS, we prioritise clear and consistent routines to support a calm, purposeful learning environment where all children can succeed. Our teaching and learning model, **Great Teaching at HPS: Core 10**, provides a shared framework that all teachers follow to establish strong routines and consistent expectations.

At the start of each academic year, teaching staff dedicate time to explicitly teach behaviour, routines and expectations, ensuring children feel confident and secure in what is expected of them. These expectations are regularly revisited throughout the year, including at the start of each half term, in assemblies and through daily practice.

Staff are supported to continually develop their practice through peer feedback and lesson observations, strengthening relationships with children and ensuring a consistent, relational approach across the school.

Consistent routines help reduce cognitive load, enabling children to focus on their learning and thrive. They also support a safe, predictable environment where high expectations, positive relationships and a strong sense of belonging can flourish.

4.3 Preventative and Proactive Strategies



CORE 10

Thresholding (meet & greet)	Positive framing
Signal, pause, insist	Think, pair, share
Cold calling	Live modelling
Sequence small steps	I do, We do, You do
Task, DON'T ask	Check for understanding

At HPS, our proactive approach to behaviour is underpinned by our **Great Teaching at HPS: CORE 10** strategies, which provide a consistent framework for high-quality classroom practice. These approaches, such as positive framing, clear modelling, structured routines and checking for understanding, ensure that learning is accessible, engaging and predictable.

By reducing cognitive load, supporting clarity and promoting strong relationships, these strategies help prevent behaviour difficulties from arising and enable all pupils, including those with SEND, to be successful.

4.4 Pupil Voice and Participation

At HPS, we recognise the importance of pupil voice in creating a positive behaviour culture. Pupils are supported to reflect on their behaviour, understand its impact on others and contribute to developing a respectful and inclusive environment. Opportunities for pupil voice are provided through restorative conversations, circle times, class discussions and pupil leadership roles. This helps

children to feel heard, take ownership of their behaviour and develop a shared understanding of expectations across the school. Pupil views are also considered when reviewing behaviour approaches, ensuring that our systems remain fair, inclusive and effective.

4.5 Consistency and Fairness

At HPS, all staff are expected to implement this policy consistently. Consistent approaches help children feel safe, understand expectations and experience fair treatment. While responses may be adapted to meet individual needs, all staff are expected to uphold the school's expectations, routines and behaviour systems.

School leaders will regularly monitor behaviour practice through professional dialogue, behaviour monitoring, learning walks and staff development to ensure consistency across the school.

Consistency does not mean treating every child identically. It means applying the same expectations while making reasonable adjustments to meet individual needs.

4.6 Recognising Positive Behaviour

Positive behaviour may be recognised through:

- verbal praise
- non-verbal acknowledgement
- Class Dojos
- House Points
- Learner of the Week
- Headteacher Awards
- Celebration Assemblies
- communication with families

Recognition seeks to celebrate effort, improvement, achievement and positive contributions to the school community.

5. What children can expect from staff

All children can expect:

- fair and consistent approaches
- clear expectations and routines
- calm and respectful communication
- positive relationships
- adults who listen and seek to understand
- high-quality learning opportunities
- support appropriate to their needs
- dignity and respect at all times

Adults will always focus on the behaviour, not the child.

5.1. Adult Responsibilities

All adults at Heathcoat Primary School have a responsibility to:

- model the behaviour they expect from children
- maintain high expectations
- build positive and respectful relationships
- establish and reinforce routines consistently
- address behaviour calmly and respectfully
- recognise positive behaviour
- support children to learn from mistakes
- apply this policy fairly and consistently
- exercise professional judgement appropriately
- work in partnership with families where appropriate

We recognise that the quality of adult interactions has a significant impact on behaviour and culture across the school.

5.2. HPS Manners

We explicitly teach and model positive manners.

These include:

- Good morning / Good afternoon
- Please
- Thank you
- Excuse me
- May I?
- I'm sorry
- You're welcome

These expectations support our culture of respect and belonging.

6. Responding to Behaviour

Where behaviour falls below expectations, staff will use a consistent graduated response. A visual overview of the HPS Behaviour Response Framework can be found in **Appendix A**

Step 1: Gentle Reminder / Check -in

Step 2: Let's Refocus

Step 3: Reflection and reset

Step 4: Additional support within the classroom

In-class support and internal intervention to enable the pupil to be successful

Step 5: Partner classroom

Relocation to a partner classroom to continue learning and support regulation

Step 6: Senior Leader or pastoral support

SLT-led or pastoral intervention beyond the classroom environment

Step 7: Parental Partnership

Responses will always be proportionate to the behaviour and may be adapted to reflect individual needs, SEND, disability, safeguarding concerns and reasonable adjustments.

Serious incidents may result in immediate escalation beyond these stages.

Staff will ensure that responses remain inclusive, proportionate and appropriate, while maintaining high expectations for all pupils.

6.1 Professional Judgement

Staff are trusted to exercise professional judgement when responding to behaviour. The graduated response provides a framework for consistency but should not be viewed as rigid. Staff may repeat, adapt or move between stages when appropriate, taking account of the age, needs and circumstances of the child.

Serious incidents may require immediate escalation, and not all behaviour incidents will follow every stage of the graduated response.

6.2 Restorative Practice

We use restorative approaches to help children:

- understand what happened
- reflect on the impact of their behaviour
- consider how others may feel
- repair relationships
- make positive choices in the future

Pupils are supported to reflect on their behaviour and contribute to restorative discussions. Our aim is to develop responsibility, empathy and accountability while maintaining positive relationships.

7. Inclusion, SEND and Reasonable Adjustments

We recognise that behaviour can be influenced by a range of factors including SEND, disability, communication needs, social and emotional needs, trauma, adverse childhood experiences and other individual circumstances.

Where concerns arise, staff will seek first to understand what a child may be communicating through their behaviour whilst maintaining clear expectations. Additional support, personalised strategies and reasonable adjustments may be implemented where appropriate.

We recognise our duties under:

- Equality Act 2010
- SEND Code of Practice
- Keeping Children Safe in Education

Behaviour expectations apply to all pupils; however, responses may be adapted to meet individual needs. Adjustments will be made in line with these needs and may include consideration of:

- Education, Health and Care Plans (EHCPs)
- Behaviour Support Plans
- Positive Handling Plans
- Risk assessments
- Pastoral support
- SEND Support Plans
- External agency advice

Reasonable adjustments will be made where required. These adaptations form part of our graduated approach to SEND and are reviewed regularly to ensure they remain effective.

Staff will ensure that responses remain inclusive, proportionate and appropriate, while maintaining high expectations for all pupils.

8. Serious or Unsafe Behaviour

Discriminatory language or behaviour, including racism, misogyny, homophobia, transphobia, disability-related prejudice or any prejudice related to protected characteristics, will be taken seriously, recorded, monitored and addressed in line with safeguarding procedures, equality duties and school recording systems

Serious behaviours may include:

- physical aggression
- verbal abuse
- discriminatory language
- bullying
- child-on-child abuse
- deliberate damage
- bringing dangerous items into school
- leaving the school building or grounds without permission
- behaviour that places others at risk

These behaviours will be addressed immediately and may involve senior leaders, parents and external agencies where appropriate.

9. Bullying and Child-on-Child Abuse

Bullying is behaviour which is:

- intentional
- targeted
- repeated over time

Bullying, discriminatory behaviour and child-on-child abuse are never dismissed as:

- banter
- children falling out
- part of growing up

All concerns are taken seriously, recorded appropriately and addressed in line with safeguarding procedures.

10. Searching, Confiscation and Reasonable force

The school follows current Department for Education guidance and HPS's Restrictive Intervention Policy regarding:

- searching pupils
- confiscation of items
- use of reasonable force

Physical intervention is only ever used:

- as a last resort
- when necessary
- proportionately
- to maintain safety

The school may also confiscate prohibited, unsafe or inappropriate items, including mobile phones and electronic devices, in line with Department for Education guidance and school procedures.

Physical intervention is never used as a punishment.

11. Suspension and Permanent Exclusion

Suspension and permanent exclusion are always measures of last resort and will only be used in response to serious or persistent breaches of HPS' school's behaviour policy.

Before considering suspension, we will:

- review support already in place
- consider any safeguarding concerns
- consider SEND needs and reasonable adjustments
- work in partnership with parents/carers
- consider alternative strategies and interventions

Following any suspension, a reintegration meeting will be held to support the pupil's successful return to school. Support measures, reasonable adjustments and any existing plans will be reviewed to reduce the likelihood of further incidents and ensure appropriate support is in place.

Permanent exclusion will only be considered where:

- there has been a serious breach, or persistent breaches, of the behaviour policy; and
- allowing the pupil to remain in school would seriously harm the education or welfare of others.

The school will follow the Department for Education's statutory guidance on suspension and permanent exclusion at all times.

12. Behaviour Beyond the School Gate

This policy applies whenever children are identifiable as members of the school community, including while on the school site, during educational visits, when travelling to and from school, and when engaging online.

The school may respond to behaviour occurring outside school where pupils are:

- participating in school activities
- travelling to or from school
- identifiable as members of the school community
- behaving online in a way which impacts school

Responses will be proportionate and focused on education, responsibility and safety.

13. Monitoring and Review

This policy will be published on the school website and made available to parents, carers, staff and governors.

This policy will be monitored by:

- Headteacher
- Senior Leadership Team
- Governors

Reviews will consider:

- behaviour data
- CPOMS records
- pupil voice
- parent feedback
- staff feedback
- statutory guidance

The policy will be reviewed annually.

14. Appendices

Appendix A: Behaviour Response Flowchart

When responding to behaviour, adults will:

- regulate themselves first
- prioritise safety and connection
- use calm, respectful communication
- maintain clear expectations and boundaries
- seek to understand before seeking compliance
- support children to repair and restore relationships
- use professional judgement appropriate to the child and situation

Adults will always use professional judgement to decide the most appropriate response. When behaviour does not meet our school expectations, supportive and consistent steps will be followed as outlined in the table below.

Not all children will follow every step in order. Responses may be adapted based on:

- Individual needs (including SEND)
- The severity of the behaviour
- Safety considerations
- Existing behaviour or support plans

HPS steps to positive behaviour in the classroom Remember - you can always turn things around!		
Step	Adult Response	Example Language
Step 1: Gentle Reminder / Check - in	Calm check-in Non-verbal cue or gesture Proximity support Brief reminder of expectations Support regulation if needed	"How can I help you get back on track?"
Step 2: Let's refocus	Acknowledge difficulty Restate expectations Offer support Provide opportunity to make a positive choice	"I can see this feels tricky right now. You can still turn this around and I will help you do that."
Step 3: Reset	Brief pause for regulation Quiet reflection Opportunity to re-join learning successfully Restorative discussion when regulated	"Let's take a moment to reset. When you're ready, we'll work out what happened and how to move forward."
Step 4: Reflection: Time in	Alternative workspace in class to complete learning Supported reflection with a trusted adult	"It looks like you need some additional support at the moment. Let's work with

	Pastoral support Recording if appropriate by class teacher Parental communication if required	another adult to help you be successful."
Step 5: Partner Classroom Support	Complete learning in a partner classroom Allow time for reflection and regulation Senior Leader involvement or Pastoral Team if required Follow up with the class teacher - getting back on track - before returning fully to learning Recording on CPOMS by class teacher Parent/carer communication by class teacher	"I'm going to help you continue your learning in another classroom for now. We'll talk together afterwards."
Step 6: SLT or Pastoral Support	Senior Leader or Pastoral Team involvement Restorative discussion when regulated Recording on CPOMS by class teacher with SLT actions where required Parent/carer communication by class teacher	"You look like you need some extra support right now. Let's work together to help you feel ready to learn again."
Step 7: Parent Partnership and Support Planning	Parent/carer communication Meeting with parents/carers where appropriate Discussion with Senior Leaders Consider behaviour support plans, reasonable adjustments or additional interventions Agree next steps and review arrangements	"We want to work together to help you be successful in school. Let's think about what support might help."
Where behaviour concerns continue despite classroom and pastoral support, parents/carers may be invited to attend a meeting to review support, identify any underlying needs and agree appropriate next steps. Additional strategies may include: • restorative conversations • behaviour reflection sheets • comic strip conversations • personalised support plans • reasonable adjustments • support from pastoral, SEND or external professionals where appropriate		

The behaviour response framework is designed to support consistency across the school. It is not intended to be a rigid script. Staff will use professional judgement and may move between stages, repeat stages or escalate immediately where behaviour is serious, unsafe or significantly disruptive. Reasonable adjustments will be made where appropriate.

Appendix B: Zones of Regulation Overview

At Heathcoat Primary School, we use the Zones of Regulation to support children in recognising, understanding and managing their emotions.

The Zones provide a shared language which helps children identify how they are feeling and recognise strategies that may help them regulate emotions and behaviour.

It is important to note that all emotions are normal and valid.

The purpose of the Zones is not to stop children experiencing emotions, but to help them recognise feelings, develop self-awareness and use strategies to regulate successfully. Staff support children to develop these skills through co-regulation, positive relationships and explicit teaching.

Zone	Children may feel	Strategies may include
Blue Zone	tired sad unwell withdrawn	movement hydration talking with an adult sensory support
Green Zone	calm focused happy ready to learn	maintaining positive routines celebrating success helping others
Yellow Zone	worried excited frustrated restless	breathing techniques movement breaks sensory tools adult support
Red Zone	angry overwhelmed distressed out of control	access to a safe space co-regulation with an adult calming activities time to regulate before discussion

Appendix C: Leaving the Classroom / Leaving Site Procedures

Principles

The safety and wellbeing of all children and staff is always our first priority. When a child leaves the classroom or attempts to leave the school site, staff will respond calmly, consistently and proportionately. Wherever possible, adults will use de-escalation, co-regulation and relational approaches to support the child before engaging in restorative conversations.

When a child leaves the classroom without permission:

1. A member of staff will maintain visual supervision where possible and follow at a safe distance.
2. Staff will use calm, non-confrontational approaches to encourage the child to return and provide space where appropriate.
3. If the child does not return within a reasonable timeframe, or if there are concerns about safety, support from a member of the Senior Leadership Team or Pastoral Team will be requested.
4. Where behaviour becomes persistent or significantly disrupts learning, parents/carers may be contacted to discuss support and next steps.
5. Following the incident, staff will seek to understand the reasons for the behaviour and consider whether additional support, reasonable adjustments or further intervention may be required.

Children Who Attempt to Leave the School Site

Leaving the school site without permission presents a safeguarding risk and requires an immediate response.

1. A member of staff will immediately inform a member of the Senior Leadership Team.
2. Staff will use calm, non-confrontational approaches to encourage the child to remain in a safe supervised area.
3. Staff will avoid actions that may increase risk or escalate the situation.
4. Parents/carers will be informed.

Children Who Leave the School Site

Where a child has left the school site:

1. The Headteacher or Senior Leader must be informed immediately.
2. A brief check of the immediate area will be undertaken to establish the child's likely direction of travel and confirm that they have left the site.

3. If the child cannot be located quickly, parents/carers and the police will be contacted without delay. Relevant information, including time, location and known risks, will be shared.
4. Where contact is made with the child, staff will continue to use calm, non-confrontational approaches and will prioritise safety at all times. Staff will not place themselves or the child at additional risk.
5. A full record of the incident will be completed on CPOMS and parents/carers will be informed of any follow-up actions.

Following Any Incident

Following any incident involving a child leaving the classroom or school site, the school will:

- listen to and consider the child's perspective
- seek to understand triggers and underlying causes
- undertake restorative conversations where appropriate
- review support plans, risk assessments and reasonable adjustments
- consider whether further support from SEND, pastoral staff or external agencies is required
- work in partnership with parents/carers to reduce the likelihood of recurrence

Our aim is to maintain safety while supporting children to develop the skills, confidence and strategies needed to remain safe, regulated and successful in school

Appendix D: Positive Behaviour Plans

A small number of children may require additional support to help them remain safe, regulate their emotions and access learning successfully.

Where appropriate, a Positive Behaviour Plan (PBP) may be developed to identify strategies that help a child remain safe, reduce the likelihood of crisis situations and promote successful participation in school life.

Positive Behaviour Plans are developed in partnership with:

- the child (where appropriate)
- parents/carers
- class teacher
- SENDCo
- pastoral staff
- external professionals where appropriate

Plans are reviewed regularly and following any significant incident.

A Positive Behaviour Plan may identify:

- strengths and protective factors
- known triggers and early warning signs
- communication needs
- sensory needs
- reasonable adjustments
- preferred adults and relationships
- successful de-escalation approaches
- co-regulation strategies
- calming and regulation strategies
- agreed responses during heightened situations
- post-incident support arrangements

The focus of all plans is prevention, regulation and inclusion

Where there is an immediate risk of harm, staff may use reasonable force in accordance with legislation and Trust guidance.

Restrictive Interventions

The school follows its Restrictive Interventions Policy (2026), which sets out:

- the lawful use of reasonable force
- restrictive interventions
- seclusion

- recording requirements
- parental notification procedures
- post-incident support
- staff training expectations

Physical intervention is always a last resort and is never used as a punishment.

Appendix E: Recording and Monitoring Behaviour (CPOMS)

HSP uses CPOMS to record, monitor and analyse behaviour, safeguarding and wellbeing concerns.

Accurate recording supports staff to:

- identify patterns and trends
- ensure consistent responses
- inform behaviour support and intervention planning
- support communication between staff
- identify safeguarding concerns
- evaluate the effectiveness of strategies and interventions
- ensure children receive appropriate support at the right time.

Recording Expectations

Staff should record significant behaviour incidents on CPOMS in a timely manner.

Examples may include:

- incidents requiring Senior Leader involvement
- repeated disruption to learning
- significant incidents of aggression
- discriminatory incidents
- bullying concerns
- child-on-child violence concerns
- incidents involving suspension
- incidents involving restrictive intervention
- incidents where ongoing behaviour support may be required

Quality of Recording

All records should be:

- factual
- objective
- professional
- respectful
- completed as soon as reasonably practicable

Staff should focus on:

- what happened
- actions taken
- outcomes
- next steps

Records should avoid assumptions, opinions or emotive language.

Monitoring and Follow-Up

Behaviour information is reviewed regularly by school leaders to:

- monitor behaviour trends
- evaluate the effectiveness of interventions
- identify pupils requiring additional support
- inform safeguarding decisions
- support staff development and whole-school improvement

Where patterns emerge, appropriate action may include:

- restorative support
- parental involvement
- Behaviour Support Plans
- Positive Handling Plans
- SEND review
- referral to external agencies where appropriate

Confidentiality

Behaviour records are managed in accordance with safeguarding and data protection requirements.

Information will only be shared with staff who need the information to support the child effectively.

Where appropriate, concerns will be reviewed by the Designated Safeguarding Lead (DSL) and relevant members of the Senior Leadership Team