



Behaviour Policy



About us...

At Heath Primary School we expect all of our children to be kind, respectful and polite to each other and all members of the school community. We encourage children to work hard and try their best in all aspects of school life and represent the school well when on trips or visits. Our staff work hard to create a positive, safe and calm environment so that the children feel a sense of belonging and see the school as a social and moral community.

We believe that positivity breeds success and, therefore, all of our classroom teaching is rooted in mutual respect and positive praise: children are recognised for their efforts as well as their achievements. If a child is noticed doing something well, they may have their name written on a recognition board in their classroom, be given dojo points, be awarded a weekly certificate or be nominated for hot chocolate with the Head Teacher.

Recognition boards: are spaces in the classroom, where children who are doing what has been asked can have their name displayed. This could be anything from ensuring that their work is presented neatly, to persevering when something is difficult.

Class Dojo: an online system where children are given their own monster avatar which they use to collect points for desirable behaviours or achievements. Parents can download an app so that they can see, in real time, when their child receives a point and what this is for.

Weekly certificates: are given out in a celebration assembly each week. Children are nominated by their class teacher/teaching assistant for demonstrating one of the school values.

Hot chocolate with the Head Teacher: children who go over and above around school or in their classrooms can be nominated by any adult in school to go for a hot chocolate with the Head Teacher on a Friday afternoon. The children receive a hot chocolate (with marshmallows and squirty cream) and biscuits and have time to chat with their friends and Mr Lynch.

Restorative Practices

Unfortunately, we know that sometimes things can go wrong and conflicts happen. As a school we are beginning to introduce restorative practices into our daily routines in order to empower children to understand their emotions so that they can empathise with others, resolve their own conflicts and take responsibility for their own actions.

Children are encouraged to talk about their feelings and views within 'circles' in their classrooms regularly. Through these short sessions, children are taught skills which can help them with conflict resolution to prepare them for future life. They learn that every action has a consequence and that our actions can affect others significantly.

Restorative questions:

The key questions which all restorative practices are based around are as follows:

What happened?

What were you thinking at the time?

What have your thoughts been since?

How do you feel about what's happened?



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Who has been affected by what's happened?

In what ways have they been affected?

What can we do next?

These questions are used by staff, during lessons to reflect on the learning that has taken place, as well as around school, if a conflict arises. They are designed to lead the children to see the 'bigger picture' in a situation and to help them to understand the responsibility they have for their own actions and the impact this can have on others.

Consequences and Sanctions

Although we strongly believe that positive rewards and encouragement are more important than sanctions in developing good behaviour, we also insist that all children and members of staff feel safe, respected and able to learn at all times. Therefore, there are times when a child's behaviour is unacceptable.

Some examples of this include:

- Refusing to cooperate with a member of staff even after reminders
- Hurting another child or member of staff
- Bullying i.e. persistent and intentional targeting of one child by another (or others)
- Using bad language in an aggressive manner to staff or children

If a child displays behaviour deemed as unacceptable, they will be given reflection time over break or lunchtime. If this behaviour continues, they may have to spend some time out of the classroom and parents will be informed. If a child persistently refused to complete their work or follow instructions, this could result in them being held back at the end of the school day to complete their unfinished work (with parental consent).

Behaviour Support

A Behaviour Support Plan will be written for individual children who struggle to manage their own behaviour. The plan will be written by staff who work directly with the child and the class teacher and key points will be shared with all staff to ensure the child is dealt with consistently across school.

Additional support may be sought from the SENDCo or the Local Authority Behaviour Support Team for particular children, where this is appropriate.

Searching Pupils

School staff may search pupils, with their consent, for any item. If staff suspect that a pupil has a banned item, or an item that may pose a risk, a pupil may be searched without their consent, where approval has been granted from the Head Teacher. In this instance, the member of staff conducting the search must be the same sex as the pupil who is being searched and a witness must be present. Where there is a serious and immediate risk of harm, a staff member may have no other option but to search a child of the opposite sex with or without a witness present.

If a child brings an offensive weapon or any kind of drug paraphernalia onto the school premises, this will be taken very seriously and may result in the police being contacted and/ or a permanent exclusion.



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Use of Reasonable Force

All school staff have the authority of the Head Teacher to use reasonable force in order to prevent pupils from injuring themselves or others. Whilst the school will provide training for staff in the use of restraint techniques, where necessary, it is recognised that this is not a requirement for the use of restraint and should not prevent a member of staff restraining a pupil in a situation where there is the risk of serious harm. All incidents of restraint would be properly logged and parents would be informed.

Communication With Parents

As always, we strive to keep parents informed and as involved as possible within their child's school life. If a class teacher is concerned about a child's behaviour, they will be sure to inform parents in the first instance and invite them in for a discussion. Where parents are concerned about the behaviour of their own, or another child, they should book an appointment to meet with the class teacher, through the school office.

Policies/Guidance to read in conjunction with this policy include:

Exclusions policy

Anti-bullying policy

Equalities policy

Staff and Parent Guide to behaviour documents