



Heather Garth  
Primary Academy  
Stars Aiming High

# Positive Behaviour Policy – Responsible learner

## Policy Review Details

This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate

This policy will be reviewed by the Board of Governors on an annual basis

Date of Issue: SUMMER 2026

Chair of Governors Signature

Headteacher Signature

Date of next review: SUMMER 2027



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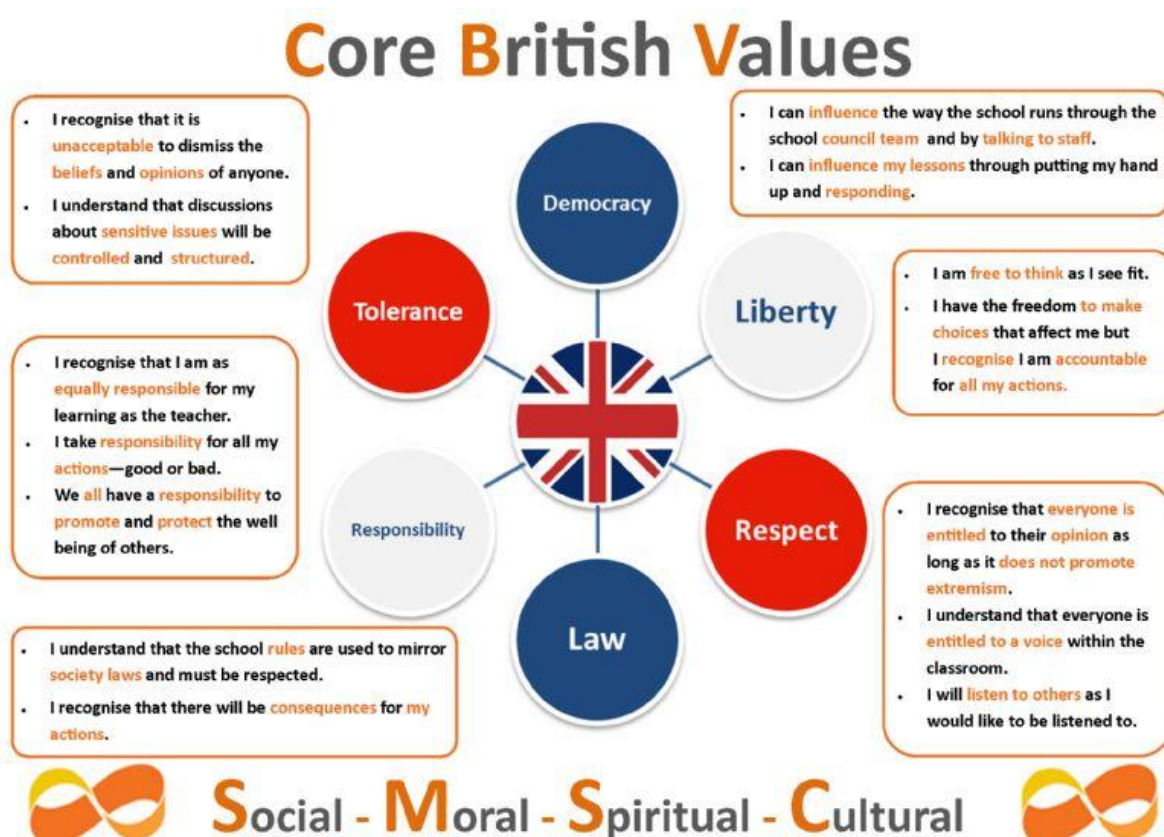
## Philosophy

We believe that good discipline is necessary to facilitate successful learning, social development and safety. It is essential for maintaining a harmonious atmosphere throughout school and encourages pupils to become a responsible learner and therefore take responsibility for their actions and recognise the significance of positive behaviour.

A positive emphasis is placed upon positive behaviour and a consistent approach throughout school and the extended clubs is essential. Therefore, we have introduced the 'Responsible Learner' title (rather than focusing on behaviour), as this encourages responsible actions

This policy sets out expectations for pupil behaviour, defines roles and responsibilities, and outlines procedures for managing behaviour positively and effectively.

Promoting being a responsible learner embeds the fundamental British Values within children.



## Aims

The school aims to promote respect for themselves, others (both children and adults alike) and the environment through:

- Establish simple expectations which ensure the safety and well-being of both children and adults.
- Providing a calm, caring and sympathetic environment where both children and adults see their work is valued.
- Support children in developing self-regulation and social skills.
- Valuing positive input, with an emphasis on praise and rewards and raising the self-esteem of both children and adults.
- Promoting equality of opportunity for all.
- We aim to meet the needs of all children in the school with regard to their cultural background, religion, language and family circumstances.
- Ensure consistency in expectations and the management of these expectations.
- Establishing good parent/school relationships, these are essential for the development of every child.
- We aim to ensure that parents and children are clearly aware that there are specific agreed procedures when a child fails to maintain the behavioural standards expected by the school.

## Behaviour Expectations

### Core Values

Pupils are expected to demonstrate our school's core values at all times:

- **Respect** – for self, others, and property.
- **Responsibility** – for choices and learning.
- **Kindness** – towards peers and adults.
- **Honesty** – in actions and words.
- **Resilience** – when facing challenges.

### General Expectations

At Heather Garth a responsible learner is a role model who demonstrates an excellent attitude to their behaviour and work and respects the school's expectations, this is evident through:

Always moving around school calmly and safely  
Being part of producing the class charter and taking responsibility for it  
Follow adult instruction promptly  
Good listening by being polite to those who are talking  
Having a 'can do' attitude and always doing my best  
Having kind hands, kind feet and kind words at all times  
Showing respect to myself, my peers and adults

Take care of equipment and the school environment

We want all pupils to be proud to be part of the Heather Garth community by wearing their uniform correctly and bring their planner to school every day to enhance their learning.

## **Roles and Responsibilities**

### **A. Pupils**

- Follow the school's expectations and values.
- Take responsibility for their behaviour and learning.
- Report concerns or incidents to a trusted adult.

### **B. Staff**

- Model positive behaviour at all times.
- Teach and reinforce behaviour expectations.
- Use consistent, fair, and proportionate responses.
- Recognise and reward positive behaviour.
- Apply agreed consequences when necessary.

### **C. Parents/Carers**

- Support the school's behaviour policy.
- Communicate respectfully with staff.
- Encourage their child to reflect on behaviour and make positive choices.

## **Recognition and Rewards**

- Verbal praise
- Stickers/stamps/stars
- Class merits
- Certificates and awards
- Special responsibilities (e.g. class monitor)

## **Positive Behaviour Procedures and Strategies**

The strategies should be seen as consistent fair and proportionate to the behaviour. Consideration must also be given to the child's age and maturity. Any other relevant information about the child and their situation should also be considered.

*All children start each day on green*

## **Responding to Inappropriate Behaviour**

### **A. Low-Level Behaviour**

Examples: talking out of turn, interrupting, not following instructions.

#### **Responses**

This may look like:

- Non-verbal signals
- Gentle reminder or warning
- Move seat or quiet reflection
- Warning and green card will be turned vertical as a reminder to that child
- Chat with another adult - time out to regulate behaviour

If a pupil reflects during the day, and they regulate their behaviour they can move back into green and the card is put back horizontal.

We recognise that pupils develop at different ages and this will be taken into account through different key stage expectations.

Parents will be notified if any pupil has lots of warnings

### **B. More Serious Behaviour**

Examples: repeated disruption, defiance, physical aggression, rudeness to adult, bullying. In most cases, pupil will have already had a warning.

#### **Responses**

This may look like:

Children receive a behaviour report form completed by an adult; the child takes this form to a member of the behaviour and wellbeing team. The pupil will then receive a consequence warning. However, depending on the seriousness of this behaviour a straight consequence could be given.

#### **Outcome:**

- Time-out or removal from the class for intervention with the Learning Mentor
- Warning card issued
- Parental contact and/or meeting
- Individual Behaviour Support Plan, Positive Play Plan or Hierarchy of Support Plan
- In extreme cases, suspension or exclusion (following statutory guidance)

**Every ½ term all children reset and start again.  
New term, new me!**

**Children who consistently or wilfully choose to ignore the expectations may also be withdrawn from class trips - at the discretion of the Head teacher and Chair of Governors;** as a matter of trust and keeping the children safe.

### **Rewards**

This consistent approach promotes positive behaviour, and rewards children who consistently demonstrate their ability to make the correct choices. It also encourages children who are struggling to meet the expectations, to do ‘the right thing’ and continue to strive to achieve.

Extra support for children who find it difficult to meet the behaviour expectations will be supported by the Learning Mentor. They will use a Hierarchy of Support plan and be encouraged positively by all members of staff who come into contact with them.

For all children who have chosen to follow the school expectations and have not received a consequence card they will have the opportunity to choose from a variety of rewards available every half term.

All children reset each ½ term to allow all children to succeed and enjoy the rewards available.

### **Celebration of Learning**

At the end of the year, we expect that all children will take part in the Celebration of Learning, unless, there are extreme circumstances, but for which, the parents will have been contacted and will already be aware of any issues.

## **Positive Behaviour in Breakfast club and Extended School Enrichment Clubs**

The positive behaviour policy extends to children attending the above clubs and we continue to use positive behaviour management strategies to promote the welfare, learning and enjoyment of the children. All the children attending the clubs have a right to feel they are in a safe and secure environment where they do not feel threatened in any way.

- The incident will be discussed with the child and no further action will be taken.
- With more serious behaviour, a formal warning will be given to the child and the incident will be discussed with the parent/carer.

- If there has been no improvement, the parent/carer will be contacted, and if the negative behaviour continues, there is a risk that the child will not be allowed to attend the club.
- Should the misbehaviour continue, the child's place will be withdrawn, and they will not be allowed to attend the club. This will be discussed between the Headteacher, the Leader, the parent/carer and the child.
- Conditions may be put in place so that the child may return to the Club.
- In the event that a child commits an action of such seriousness that a second chance is inappropriate, the Club reserves the right to withdraw the child's place immediately. This will be in consultation with the Headteacher. The parent/carer will be contacted immediately and asked to collect the child. Children will not be allowed to leave the premises until a parent/carer arrives to collect them.

Parents/carers have the right to appeal to the Headteacher and the Governors.

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## Bullying

At Heather Garth, we take ALL forms of bullying seriously.

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. The different types of bullying that we look at below are some of the ways that bullying could be happening.

### **Physical bullying**

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long-term damage.

### **Verbal bullying**

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.

### **Social bullying**

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.

## **Cyber bullying**

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in

## **Hate Crimes** (this is against the law and is a criminal offence)

The term 'hate crime' can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards the victim's disability, race, religion, sexual orientation or transgender identity.

These aspects of a person's identity are known as 'protected characteristics'. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property. The perpetrator can also be a friend, carer or acquaintance who exploits their relationship with the victim for financial gain or some other criminal purpose.

Therefore, each incident will be dealt with individually, which may mean - a simple verbal warning, moving down a learner expectation step, parental discussion, or in more serious cases it will result in further sanctions and outside agency involvement.

## **Searching Pupils and Confiscation**

The Education Act 2011 and common law, gives school staff the power to search a pupil or their possessions, even if they are under the age of criminal responsibility, if they believe them to be carrying any article which the school suspects have been, or is likely to be, used to commit a criminal offence, cause personal injury or damage to the property of any person, or for anything which is linked to a breach of the school rules.

Before any search is made, the member of staff must be satisfied that the action is reasonable, legitimate and proportionate to what is at stake. They should be satisfied that there are good grounds for targeting an individual or group of pupils and to balance the likelihood that an offence has been committed and danger posed by the item to either the pupil themselves or other members of the Heather Garth Primary.

The member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

School staff can search a pupil for any item if the pupil agrees. The Head teacher and staff authorised by the pupil have a statutory power to search pupils or their

possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e- cigarettes
- Fireworks
- Pornographic images
- any article, including electronic devices, that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to, the property of, any person (including the pupil).

The Headteacher, and any member of the Senior Management Team can also search for any item involved in a breach of the school rules. All staff understand their rights and the rights of the pupils who are being searched. The person carrying out the search **must** be the same sex as the pupil being searched and there **must** be another member of staff present as a witness to the search.

If a pupil refuses to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, and advice should be sought from the Headteacher and the Designated Safeguarding Lead who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

Searches will only consist of pupil's outer clothing, pockets and possessions. ('Possessions' means any goods over which the pupil has or appears to have control - this includes drawers and bags.)

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. 12 While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. To ensure Heather Garth continues to reinforce the whole-school approach of building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

For further information please see Searching, Screening and Confiscation guidance, July 22.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## Positive Handling

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required. All teaching and support staff are regularly trained in positive handling.

**Wherever possible, assistance will be sought from another member of staff before intervention. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.**

## Escalating Situations

In line with **Section 550A of the Education Act 1996**, school staff may use reasonable force as a **last resort** to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence (including where the pupil is below the age of criminal responsibility)
- causing serious damage to property, including their own
- engaging in behaviour that seriously compromises good order and discipline, including during authorised off-site activities

Any use of reasonable force will be **lawful, necessary and proportionate**, used for the **minimum time required**, and will be **recorded and reported** in line with current Department for Education guidance on restrictive interventions (April 2026). Prevention, early support and de-escalation are always prioritised.

Whenever a member of staff has occasion to use positive handling, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained using positive handling.

This process will address patterns of incidents and evaluate trends which may be emerging.

Please refer to the Restrictive Interventions Policy for further details.

## Taught in Isolation – Internal exclusion

This is one of the steps before permanent exclusion. Children who are demonstrating regular negative behaviours and raise concerns for the safety of themselves and others will be taught in isolation from the class for a limited period. This may be all day or for particular sessions. The child will complete the work that would have been

completed in class and work will take place to get them back into the classroom and back with their peers as soon as possible. We recognise we have a duty of care for ALL our children and therefore this is done sensitively to ensure quick responses back to full time class. Parents will be notified.

## Suspension

We do not wish to suspend any child from school, *“As too often, this path leads children straight from school exclusion to social exclusion.”*(Adi Bloom). We believe that parents and school need to work together to support the child and their family during this vulnerable time. However, the decision to suspend is usually a sign that the school has exhausted all available strategies to manage a pupil’s education.

This could be if there is no improvement in the child’s behaviour, despite having been supported in class, worked with the learning mentor, isolation periods and received support from outside agencies. Parents will be notified should any concerns arise regarding their child’s behaviour and the potential risk of suspension.

Behaviour that warrants suspension includes:

- Persistent disruptive behaviour.
- Physical assault against an adult.
- Physical assault against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Verbal abuse of threatening behaviour against a pupil.
- Damage.
- Bullying.

It may also be for a one-off incidence of violence against a member of staff, another child or school property. This would have to be severe in nature, typically where medical treatment is needed because of the injury inflicted, or significant financial cost to the school incurred to fix property, e.g. a smashed window.

The suspension would be fixed-term initially (usually 1-3 days, but can be more) at the Headteacher’s discretion. Following a reintroduction meeting, a pastoral support plan may be put into place, as well “as a reduced timetable. This may lead to or convert to a permanent exclusion depending on the circumstances.

If there is no improvement and/or other children or staff are being put at risk on a daily basis, this may lead to permanent exclusion.

Please note: Removing children from a school activity or classroom, being taught in isolation (internal exclusion) for a short period of time, or withdrawing lunchtime/breaktime privileges do not fall within the legal definition of exclusion. It is considered to be consequences to behaviour choices and an overall strategy to manage pupil’s behaviour as an alternative to exclusion.

## **Policies to support**

Uniform policy

Promoting British Values

Anti-bullying

Restrictive Interventions

Exclusion Policy