

Heritage Park Primary School

Behaviour and Discipline Policy



Approved by: Full Governing Body

Last reviewed on: July 2026

Next review due by: July 2027

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Introduction

At Heritage Park Primary School we acknowledge that every institution depends upon its members behaving in certain ways to achieve its purposes. A school's central purpose is concerned with children's learning. Excellent behaviour and high expectations are central to a good education. Poor behaviour disrupts these processes and staff will respond promptly and predictably to maintain a calm, safe learning environment.

Definition

In the context of our school, we define good behaviour as conduct that assists the school to fulfil its function, namely the full development of abilities and social skills of the pupils.

The School's Approach

At Heritage Park Primary School the school staff pursue a positive approach to discipline. We believe that our school should be a calm, happy and secure place for all. We aim to teach every child how to behave in a responsible and self-disciplined manner, have regard for authority and how to care about the needs and rights of others.

We believe all members of the school community should be treated respectfully and take a 'zero tolerance' approach to prejudicial incidents and sexual violence/harassment. All allegations will be taken seriously and any such incidents will be reported to the Headteacher straight away. These incidents will be dealt with swiftly, be comprehensively recorded and reported to the relevant authorities as appropriate. Parents will be informed of all such incidents.

Through our PSHCE scheme of work, assembly themes and staff acting as good role models, the children learn about the importance of respect, kindness and tolerance of others.

All children are encouraged to report their concerns about any inappropriate behaviour they experience, regardless of their communication needs, by having staff in school who they feel care about them.

Regular staff training, including the induction of new staff, will ensure that all members of the school community understand the high expectations set out by the school and support a consistent approach to behaviour. Staff will also develop an understanding that every pupil with SEND is an individual and that SEND may affect behaviour in different ways. Behaviour will therefore be considered in the context of each pupil's individual needs, circumstances and support strategies. Staff will use their professional judgement and discretion when responding to

behaviour, ensuring that expectations remain clear while recognising that a one-size-fits-all approach may not be appropriate for every pupil.

Policy

The legal responsibility for the discipline of the school lies with the governors who have delegated the day-to-day management to the Headteacher. The school leadership team are highly visible and support colleagues to understand the behaviour expectations and the importance of maintaining them.

All staff in school understand the need to create a culture that promotes excellent behaviour within a safe, calm and supportive environment. They take day to day responsibility for the discipline of the children both in classrooms and around the school. Staff encourage the children to do their best, praising their efforts and being interested in them as individuals. It is recognised that children respond best to a caring system that appreciates their needs and strengths.

Good behaviour is a priority and is insisted upon at all times. Politeness, good manners and care for everything and everyone is encouraged.

Self-confidence and mental wellbeing are important. Praise is given for politeness and for good or improved behaviour. Staff understand the importance of good communication regarding individual children's needs, both amongst parents, colleagues and external visitors, where relevant. In this way, the children can benefit from a consistency of approach. Anonymous surveys are carried out during the year with stakeholders in order to gain an insight into their views on the school behaviour culture.

Our behaviour policy is inclusive and acknowledges how neurodiverse needs may impact children's emotional regulation which subsequently may affect their behaviour. We ensure this is considered when making reasonable adjustments and in exceptional circumstances, behaviour support systems are developed for specific children in conjunction with parents.

Bullying

Bullying issues in school will be dealt with in accordance with our Anti-Bullying Policy. This includes cyberbullying, prejudice-based and discriminatory bullying.

House Point System

The children are divided into four houses across the school (Thor, Idun, Freya and Odin). For exceptional effort and behaviour, children may be awarded a house point. These house points will be collected in a set of colour coded tubes in their classroom. This will allow children to see how they are supporting their team each time they earn a house point.

House captains are responsible for celebrating the house points awarded. They will share the current totals with the whole school each half-term as well as awarding individual certificates for the children on a termly basis dependent on

who has achieved the most house points. A trophy is presented to the winning house at the end of each school year.

Class Reward System

Each class has a behaviour chart which is consistent across all classes. The primary aim of this chart is to use positive reinforcement to support the whole school culture. Through this system, children may celebrate their successes, including positive behaviour.

We do not use rewards such as stickers or 'Star of the Week', as these can often lead to disappointment and decreased motivation for other pupils. Headteacher awards are given for exemplary behaviour or effort and these are shared in the whole school celebration assemblies.

Vision and Values

The school has recently updated its vision and values statement to better reflect the diversity and aspirations of our school community. These updated principles are regularly shared and discussed with the children through assemblies, classroom activities, and everyday interactions to ensure a consistent and meaningful message is embedded across the school.

<u>Our vision</u> At Heritage Park Primary School, we provide positive learning experiences that allow our children to fulfil their potential in a safe and supportive community.	<u>Our values</u> We are... Honest Enquiring Resilient Inclusive Tolerant Ambitious Generous Enthusiastic
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Sanctions

If a child misbehaves, they are dealt with by the member of staff who witnesses the incident and, if this is not the classteacher, the classteacher will be informed if the incident warrants further action.

Where a child may have additional needs, staff may need to use other supportive measures in addition to, or in place of, the below. This may include time out from the classroom in order to consider their behaviour.

A hierarchical system of consequences is applied should a child misbehave. The consequences are as follows:

1. A verbal warning is given and/or the child will move their name down on the behaviour chart
2. The child loses five or ten minutes playtime dependent on the severity of the behaviour
3. The child's parents are contacted in order to keep them informed

Whilst parental consent is not required to issue a loss of playtime, school aims to work with parents in order to ensure all parties have the opportunity to provide input into the best approach to support their child's behaviour. For severe misdemeanours a child will be sent directly to the Headteacher or a Senior Leader should the former be unavailable. In serious instances, a pupil may need to be suspended or excluded. Records are maintained of all suspensions via the school MIS system to allow for data analysis.

Reasonable Force

Staff receive training in 'Positive Handling' to ensure that they are clear on how to deal with any physical incidents that may occur. The aim of this training is to protect all stakeholders in school from harm or risk of allegations. The Positive Handling Policy is shared with all stakeholders via the school website.

Loss of Playtime Procedures

In the event that a child loses their playtime, their class teacher will log this on the school's system, prior to sending children to the teacher who is on duty that day. The teacher who is on duty will be able to mark the lost playtime as completed and this will be saved on the child's conduct log. Lost playtimes are logged under the following categories: physical assault on another child, disruption in class, not following instructions, unkind to another child, homework not completed, disrespectful to adults and defiant behaviour. Data analysis allows school to report accurately on the behaviour culture.

Homework Sanctions

Teachers are expected to keep a record of who has handed in homework on time and inform the Headteacher if a child is late handing it in, on three or more occasions, so that a letter can go home to inform them of the school's concerns. The teacher will need to monitor this closely. Children who do not return homework on the correct day will be issued with a five minute lost playtime the following day. These lost playtimes will continue each day until the child brings back their completed homework.

Extra-curricular Clubs

If a child persistently misbehaves during an extra-curricular activity or club, parents will be informed and a warning will be issued that their child may be

removed from the club if such behaviour persists. If there is no improvement, the child's parents will be informed in writing that their child may no longer attend the club.

Behaviour during the school day may also be taken into consideration when determining a pupil's access to extra-curricular activities. Where a pupil's behaviour is persistent or presents a significant concern, the school may, using its professional judgement and discretion, temporarily restrict or withdraw access to a club or activity. Any such decision will take into account the individual circumstances of the pupil, including their SEND and any associated needs, and will be proportionate to the behaviour and circumstances. The school will aim to support the pupil in returning to the activity when it is appropriate to do so.

Pupils' conduct away from school

Good behaviour continues to be a priority during school organised or school related activity away from the school site. When off-site, children are expected to be good ambassadors for the school. We may discipline pupils for poor behaviour which occurs off the school premises when a child is away from school and which is witnessed by a staff member or reported to the school. Any online incidents of bullying or sexual violence or sexual harassment will be taken seriously.

Where misbehaviour could have repercussions towards: the orderly running of the school; posing a threat to another pupil or member of the public, or damaging the reputation of the school, the school will meet with pupils to investigate the incident. Sanctions that are proportionate and fair may be used to prevent further issues. Parents may be informed if the school deems it appropriate. Sanctions may vary according to the age and needs of the pupils involved.

Confiscation of inappropriate items

Staff are able to confiscate or retain a pupil's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Confiscated items will be sent to the school office and may be collected by a parent at the earliest convenience, or handed back to the child if appropriate. Pupils are discouraged from bringing in mobile phones and they are not permitted to wear smart watches. Should they need a mobile phone, as an emergency measure, it must be handed in to the school office upon arrival on site and parents to have informed the school office that it will be in school on that day.

Staff may search without consent for "prohibited items" including but not limited to: drugs, weapons, stolen goods and items banned by the school. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Suspensions and Permanent Exclusions

Some more serious disciplinary issues may result in the need to consider whether the child involved needs to continue their education in an alternative supervised setting. More serious offences than these may result in a suspension or permanent exclusion from school, in line with the school's Suspensions and Permanent Exclusions Policy. Permanent exclusion would only be used as a last resort.

Conclusion

By following this policy, the children attending Heritage Park Primary School will be provided with clear behavioural expectations that will support them as lifelong learners and members of the community in which they live.