



BEHAVIOUR POLICY

Where children believe, achieve and succeed

Reviewed September 2025

Halewood Church of England Primary School

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Mission Statement – Strategic Direction

At Halewood Church of England Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We believe in the uniqueness of the individual and recognise the diversity and range of contributions that each can make.

We aim to provide for the spiritual, emotional, physical, mental and social development of the whole child; this included a growth in knowledge and understanding of self, and the world in which we live. We seek to foster self-esteem and a sense of responsibility to others and the world around.

In all that we do we endeavour to provide a high quality of education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require for living.

Ethos

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Vision

Train up a child in the way they should go and when they are old they will not depart from it. Proverbs 22:6

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At Halewood C of E, we believe that we promote excellent behaviour by creating a happy, safe, inclusive and caring school environment where everyone feels valued, respected and safe.

Our Christian values are central to everything we do. Children learn about these values every day and reflect on how they are lived across school. All conversations about behaviour relate back to our school values.

Our 6 core Christian values are:

Friendship
Forgiveness
Thankfulness
Hope
Responsibility
Perseverance

High standards of behaviour are central to all we do in our school. High standards of behaviour are expected and promoted at all times in lessons and throughout every aspect of school life. All members of staff set high standards and learners will be given clear guidance on what is expected of them. Working in partnership with parents, we will ensure that our Christian values become central to the lives of learners.

The purpose of this policy is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states how children will be supported when they struggle to meet school expectations for behaviour and our expectations for our Christian values.

We consider that behaviours which challenge always happen for a reason and may be the only way a pupil can communicate – it can arise for different reasons which are personal to the individual. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our pupils, some with complex needs.

We are committed to ensuring equality for our pupils and adhere to the guidance of the Equality Act 2010.

We encourage pupils to achieve in a learning environment where self-regulation of behaviour is promoted, and pupils are taught the skills to achieve this. We believe pupils will achieve their full potential in a happy, stimulating and calm school environment.

We wish to work closely with our pupils through the Junior Leadership Team and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child: children should be encouraged to form and to express their views.

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Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice as well as Trauma-informed practices. It is also in conjunction with our PSHE and RSE curriculums.

1. Aims of Halewood Church of England School

We aim for our school to be a safe, secure and supportive school where children are:

- ✓ Encouraged to model Christian values in their everyday lives.
- ✓ Encouraged to develop positive attitudes about themselves and others.
- ✓ Given opportunities to develop self-discipline, recognising the importance of courtesy, good manners, tolerance and respect.

These aims will help prepare pupils to live and work happily amongst others and become responsible members of society.

In order to achieve our aims we will:

- ✓ Have high expectations of all our pupils;
- ✓ Set an example to the children through living out our Christian values in all that we do, through our actions and attitudes and respect for each other;
- ✓ Establish and maintain a happy, calm, orderly and safe environment;
- ✓ Create an atmosphere where achievement is respected and valued;
- ✓ Establish good working relationships and encourage mutual respect;
- ✓ Work with parents, carers and children to establish and maintain good behaviour;
- ✓ Treat all pupils fairly and with respect;

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- ✓ Teach children about protected characteristics and the importance of welcoming everyone and treating everyone as we would want to be treated;
- ✓ Ensure all pupils develop personal confidence and have a voice that will be listened to;
- ✓ Ensure pupils develop personal resilience and understanding that difficulties can be overcome with the right solutions;
- ✓ Support pupils to develop skills in emotional self-regulation;
- ✓ Understand that often behaviour can be a form of communication, which indicates an underlying need or difficulty. In responding to the behaviour of pupils we aim to identify these needs so that appropriate provision can be planned and pupils can be equipped with the skills necessary to develop behaviour for learning;
- ✓ Help pupils understand how behaviour and emotional states can affect their readiness to learn;
- ✓ Engage pupils in a consistent dialogue from all members of staff with regards to behaviour;
- ✓ Provide individualised approaches to behaviour if and when required by pupils with more complex needs;
- ✓ Create and maintain a positive and safe school climate where effective learning can take place;
- ✓ Create an environment where all pupils can grow socially, emotionally and academically;
- ✓ Create a climate underpinned by mutual respect, including respect for each other, our environment and belongings;
- ✓ Use positive language reflecting the belief and expectations that every child can, and will achieve;
- ✓ Use calm voices when dealing with challenging behaviour, modelling our behaviour expectations and ensuring children understand why and how to make positive choices. We will adhere to our 'no shouting' policy;
- ✓ Build relationships with parents/carers and show children that key adults in their lives share a common aim in relation to their personal achievements, health and safety.

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Expectations of All Parents/ Carers

- ✓ To support Halewood C of E School Home School Agreement and Behaviour Policy;
- ✓ To share concerns about the children's education, welfare and behaviour with the school in a collaborative manner;
- ✓ To take an interest in the children's work and celebrate their achievements;
- ✓ To encourage the development of appropriate social skills, e.g. good table manners and common courtesy;
- ✓ Promote our school value of friendship in all conversations with school staff by showing kindness and respect;
- ✓ To provide good role models for children.

Equal Opportunities Statement

Halewood Church of England School believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance.

The success of our school relies on the communication and co-operation of everyone involved in the life of our school.

2. 'Doing The Right Thing' – The Three R's

Our behaviour code is based around our 3 core expectations, which are displayed in every classroom and around the school. These are the expectations for everyone within our school community:

- The right to feel and be safe
- The right to learn
- The right to be treated with respect

Our Three Rs are broken down into expectations which are communicated with children on a daily basis from all staff:

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Classroom Expectations

Our expectations in the classroom are based around the children being STAR Learners

Switched on. (Listening, engaging, participating)

Track the speaker. (Looking at the speaker and following them as they move. Turning body and chair towards them.)

Aim high. (Trying and working hard. Being motivated to be the best they can be.)

Respect for everyone. (Following the three Rs)

Collective worship Expectations

We enter and exit in silence, unless we are singing.

We sit still.

We track the speaker.

We only speak when asked to contribute.

Corridor Expectations

Our expectations in corridors are based around the language of 'Calm Corridors'. Staff can use this phrase to remind children to do these things:

We walk quietly.

We stay in line.

We keep hands to ourselves.

We show manners.

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Playground Expectations

1. We use kind hands, feet and words.
2. We include everyone.
3. We use equipment respectfully.
4. We listen to and follow instructions the first time.
5. We only ever go inside with adult permission.
6. We freeze when the whistle blows.
7. We walk calmly and quickly to our lines.
8. We line up in silence.
9. We tell an adult if something is worrying us.

Dinner Hall Expectations

We talk quietly to those on our table

We say please and thank you

We use our knife and fork properly

We walk calmly and slowly around the hall

3. Christian Values – Halewood Child of Excellence

At our school we aim to encourage the children to take on Christian values and responsibilities. It is our aim that children develop self-confidence and independence within the framework of the school organisation.

We have chosen to focus on six core values: friendship, thankfulness, hope, responsibility, forgiveness and perseverance, taken from the Values For Life scheme developed by the Church of England. Each week, Collective Worship and life around school is based around a strand of the theme for that particular term. Values are broken down into weekly value behaviours which are taught and referenced to each day.

We believe that providing the children with a sense of belonging will encourage the desire to look after self, school and each others. For this reason our approach to school discipline and managing behaviour has developed from our 'Halewood Child of Excellence'.

At the end of each half term, the children in each class vote for two children who they perceive to be excellent role models of the theme for that half term

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and who have been demonstrating the focussed value. These children receive the 'Halewood Child of Excellence' award. We join together, as a school and with parents, in celebration of these children and they receive a medal and certificate.

4. Reward System

To encourage and promote good behaviour, attitude and work, we have devised reward systems which are consistently followed throughout the school.

We are committed to praising children's efforts. We endeavour to praise the children informally throughout the day, during group work, in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas, but for behaviour, smartness and general adherence to the 'Halewood Child of Excellence'.

Rewards are given in the form of Class Dojos. Children's achievements in reading, writing, mathematics and Christian Values are also recognised during celebration assemblies.

Individual Rewards

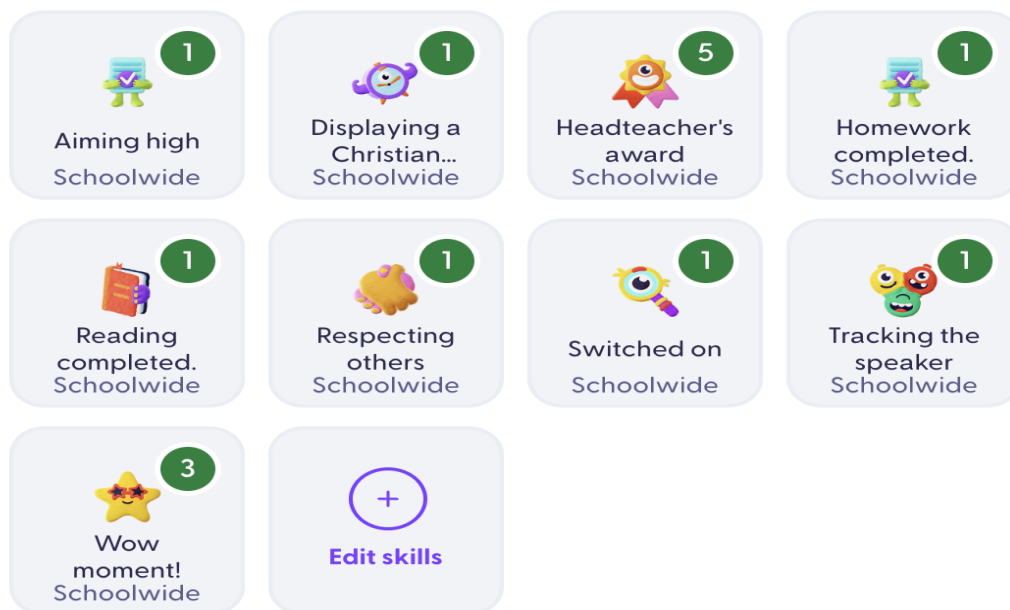
Children will receive recognition for their positive efforts when they reach a certain milestone on class dojo.

Number of Dojos	Level	Recognition
50	Bronze	Bronze Certificate in class
100	Silver	Silver Certificate in Celebration Assembly
200	Gold	Gold Certificate in Celebration Assembly, photograph on Dojo
300	Platinum	Book reward, awarded in Celebration Assembly, photograph on Dojo

The expectation is that all children will receive a Bronze and Silver award across the year. Some children will receive a Gold award, and a few children will receive a Platinum award.

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Consistent Approach to Dojos across school.



Staff will use dojos in a consistent manner. Children may be awarded up to 3 dojos at one time. Dojos can be awarded for many things, including:

- Displaying a school Christian value: Friendship, Hope, Forgiveness, Thankfulness, Responsibility, Perseverance
- Demonstrating one of the three Rs
- Demonstrating our classroom and hall expectations, calm corridors, dinner hall expectations or playground expectations.
- Demonstrating outstanding work, effort or attitude.

Children can also receive 5 dojos from the Headteacher (or Assistant Headteacher), if they are sent with outstanding work, or deserve outstanding recognition.

Group/Table/Class Rewards

Class groups or Table groups will be created on ClassDojo. This allows teachers to award dojos collectively to groups of children for displaying one of the 3R's or a school value. They may be awarded dojos for lining up well, working collaboratively or displaying good classroom attitudes. Teachers may set targets for groups to aspire to. E.g The first table to 50 dojos earns a prize. These group targets will be set by the class teacher. Whole classes may be awarded dojos for collective things correctly. E.g Walking around school sensibly, lining up on the playground, having positive engagement in a lesson.

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Further Positive things which will impact upon behaviour:

- 'Halewood Child of Excellence' - half termly focus and interactive displays used around school.
- Use of *positive* reinforcements - stickers/praise etc.
- Being sent to other staff or Headteacher for praise – Golden Box.
- 'Outstanding' postcards posted to the home praising good attitudes.
- Celebration assembly – value certificates.
- Hot chocolate with the headteacher for value stars of the week.
- Celebrating achievements via Dojo and the school website.

5. Behaviours and Consequences

Parents may be contacted and met by class teachers at any time if they feel it is necessary to review and discuss a child's behaviour.

In the case of unacceptable behaviour, we act promptly and consistently.

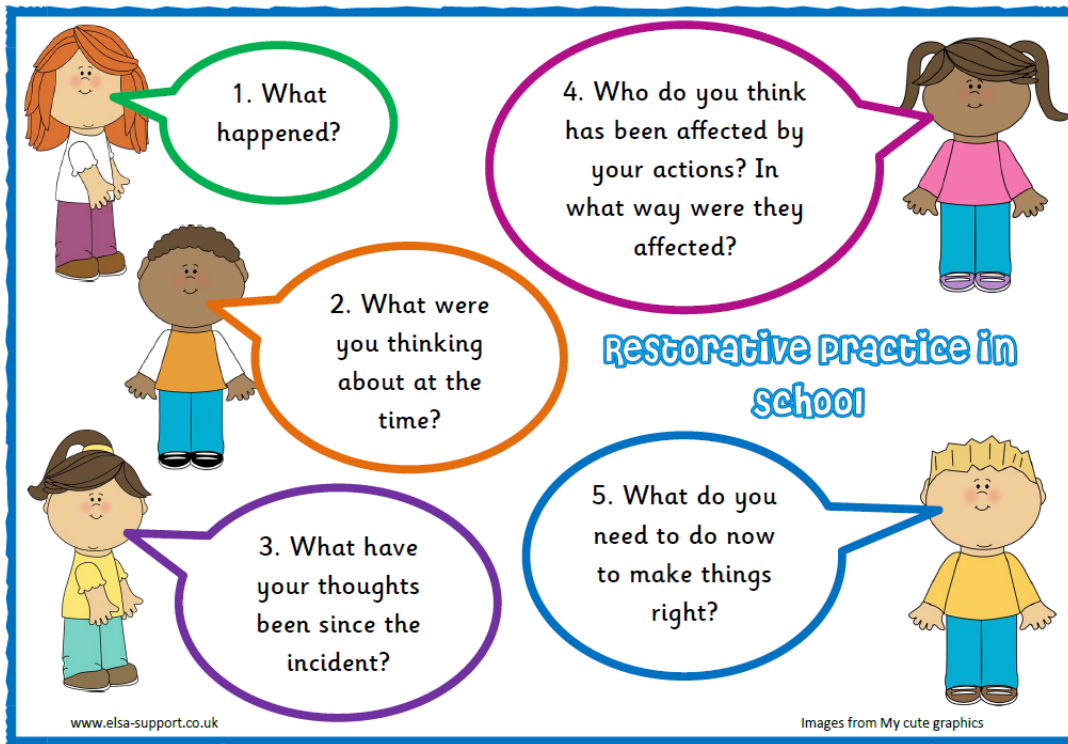
Restorative Conversations and 'Time With'

We have a Restorative Conversation and 'Time With' system in place:

- Children not following our behaviour code (The Three R's), who display unacceptable behaviours, will first be issued with a verbal warning.
- If the behaviour continues, a second warning will be issued and recorded in the class behaviour book.
- On the third warning, the child will receive a tick next to their name in the behaviour book. This means that the child will spend time with their class teacher (or another member of staff) to have a restorative conversation.
- This may take place at the start of break time or lunchtime.
- **All warnings and 'Time With' are recorded in the class behaviour book to enable staff to monitor behaviour patterns and provide appropriate support. This is done discreetly to ensure children's names are not displayed publicly on classroom boards.**
- Restorative Conversations follow a set structure and give children the chance to reflect on their actions and how they may respond differently in the future. They give children a chance to reflect on our Christian values and think about how they could behave in a positive way in the future.
- At Halewood C of E, our restorative approach is a way of being, thinking, interacting, teaching and learning – with relationships at the centre of all we do, every day.

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Structure of a Restorative Conversation at Halewood C of E:



- Where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.
- After discussion with a child, it is important to repair and move attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.
- If a restorative conversation has taken place and there has been no improvement in behaviour, or further incidents of low-level behaviour take place, a child will be put on 'Reflection Time'. This entails missing 10 minutes of lunchtime play for one day whilst being supervised by a staff member. During this session, children are asked to reflect on their behaviour and fill out a 'Think Sheet' (Appendix 1). A conversation about our Three Rs and our Christian values will take place.
- Parents will be informed verbally by the class teacher if their child has been placed on Reflection Time at lunch time.

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- On occasions, a child who displays physical or extreme behaviour can be put immediately on to 'Reflection Time'. For extreme behaviour, such as fighting, hitting, abusive language, children may be placed on 'Reflection Time' for the whole of lunch time, or multiple lunch times for serious behaviour. Parents will be informed verbally by the class teacher or a member of staff who has dealt with the incident.
- If a child has been in 'Reflection Time' three times during a half term, parents are contacted by letter (Appendix 2), to inform them of the inappropriate behaviours, and encourage them to support school by reinforcing our behaviour expectations.
- If a child's behaviour results in a further Reflection Time session following on from a letter being sent home, a meeting will be arranged with parents to set up a Behaviour Improvement Card or a Positive Behaviour Plan. (Appendix 3 & 4)

Behaviour Improvement Card

- Children who display consistently poor behaviour may be given a Behaviour Improvement Card.
- The process begins by meeting with the parents/carers and child to discuss appropriate behaviour targets (max 3).
- These targets will then be reviewed on a session by session basis by the teacher and a member of SLT and then sent home daily for parents to see and sign.
- After a week, the child and parents will be informed as to whether the targets have been successfully met. This process may be repeated for a further week during which the targets may only be reviewed at two points during the day (at the end of the morning and afternoon sessions).

Positive Behaviour Plans

A Positive Behaviour Plan is a longer term plan and may be used either in addition to or instead of a Behaviour Improvement Card. This will be done in consultation with the SEND co-ordinator and the learning mentor, and in discussion with the parents.

Positive Behaviour Plans will be used as a means to support the pupil and to ensure all staff are responding consistently to a child's identified needs and any challenges they may face with behaviour. Positive Behaviour Plans will:

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- Identify desired outcomes
- Identify triggers and barriers faced by the child
- Identify behaviours displayed and the strategies used by school to support each behaviour
- Include strategies for managing the environment
- Emphasise teaching of alternative positive behaviours
- Include recovery and debrief strategies for staff to use

Parents will be contacted and kept informed at all stages and encouraged to work alongside the school to reinforce our behaviour expectations and to ensure a positive learning environment for all of our pupils. If behaviour continues to cause major concerns, then in conjunction with the SEND coordinator and parents, external agencies may be called in.

Bullying

In the case of bullying, the Headteacher will be informed immediately. See Anti-bullying Policy. The Learning Mentor and class teacher/s will be involved. Any other relevant staff will be informed if they should have a role in preventing any further occurrences e.g. Midday Supervisor, Learning Mentor etc. The victim will receive reassurance from staff members to ensure they feel safe.

The severity of the repeated incidents will determine what steps to take: Time With, Behaviour Improvement Card, Positive Behaviour Plan, exclusion.

6. Positive handling procedures (PHP)

6.1 Principles and Ethos

At Halewood Church of England Primary School, the safety, dignity and wellbeing of children and staff are always paramount. The school is committed to **minimising the need for restrictive interventions** through strong relationships, early support, reasonable adjustments, and effective prevention and de-escalation strategies.

Restrictive interventions, including the use of reasonable force, are **only ever used as a last resort**, when all other reasonable strategies have been attempted or are not appropriate, and where there is an immediate risk of harm.

6.2 Definition of Restrictive Interventions

A *restrictive intervention* is any action taken to prevent, restrict or subdue a pupil's movement, whether through physical or non-physical means. This includes:

- **Reasonable force** (physical intervention)
- **Restraint**, with or without physical contact

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- **Seclusion**, used solely as a safety measure and never as a punishment
- Restrictive interventions are **not used as a disciplinary sanction**.

6.3 When Restrictive Interventions May Be Used

All members of school staff have a legal power to use reasonable force **only where necessary** to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing serious disorder or disruption

Any restrictive intervention must be:

- **Necessary**
- **Proportionate**
- **The least restrictive option**
- **Used for the shortest possible time**

Staff must continually assess risk and reduce or stop the intervention as soon as it is safe to do so.

6.4 Training and Staff Support

All school staff are authorised to use reasonable force where it is lawful and necessary.

Staff who are **more likely** to need to use restrictive interventions, due to their role or the needs of the pupils they work with, **may receive additional training** in prevention, de-escalation and the safe and lawful use of reasonable force.

The school ensures that:

- staff are supported to use de-escalation strategies wherever possible
- risk assessments are in place where there is an identified need
- staff know how to seek support during and after incidents
- decisions about training reflect the school's context and needs

6.5 Individual Planning and SEND Considerations

Where a pupil is identified as being at increased risk of requiring restrictive intervention, an **individual Positive Handling Plan / Behaviour Support Plan** will be developed in collaboration with parents and, where appropriate, the pupil and external professionals.

These plans will:

- identify known triggers
- outline preventative and de-escalation strategies
- detail agreed responses and reasonable adjustments
- clarify any circumstances where increased physical contact may be required

The school recognises that pupils with SEND may be disproportionately affected by restrictive interventions and is committed to proactive, inclusive practice in line with the Equality Act 2010.

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6.6 Recording, Reporting and Follow-Up

All **significant incidents involving restrictive interventions** are:

- recorded in writing as soon as practicable (normally the same day)
- reported to parents/carers as soon as practicable (normally the same day)
- reviewed to inform future practice and support

Records include:

- names of those involved
- time, date, location and duration
- triggers and strategies used
- why the intervention was necessary
- any injuries or follow-up support

Post-incident support and restorative conversations are used to repair relationships and promote learning for both pupils and staff.

6.7 Searching, Screening and Confiscation

The school follows the Department for Education **Searching, Screening and Confiscation** guidance. Reasonable force may be used **only where legally permitted** to search for prohibited items and never for items banned solely under school rules.

6.8 Linked Statutory and National Guidance

This policy should be read in conjunction with the following guidance:

- **Restrictive interventions, including use of reasonable force, in schools** (DfE, April 2026)
<https://www.gov.uk/government/publications/restrictive-interventions-including-use-of-reasonable-force-in-schools>
- **Searching, Screening and Confiscation in Schools** (DfE, July 2022)
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- **Behaviour in Schools Guidance** (DfE)
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- **Keeping Children Safe in Education** (DfE – current edition)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **Equality Act 2010: Advice for Schools**
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

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7. Exclusion - Fixed Term or Temporary

In extreme cases where no other resolution can be found, the Headteacher may select to exclude a child. Governors are informed of any such decisions. See exclusion policy for further details.

8. Taking Account Of Individual Pupils' Needs

At Halewood C of E Primary School we are keen to ensure that we do not discriminate – through application of the behaviour policy - against pupils whose apparent inappropriate behaviour may be a function of their SEND, racial and/or cultural background or protected group status. There will be circumstances in which some pupils may be treated differently from others and staff are expected to take account of those individual pupil needs when applying sanctions. If the behaviour of a pupil gives cause to suspect that he/she is suffering, or likely to suffer, significant harm, this should be reported to the designated staff for child protection, using the approved referral forms. Staff are expected to appreciate that there are many influences and stresses that can affect a pupil's behaviour, such as neurological conditions, domestic violence, homelessness and sexual exploitation.

Appendix 1

'Reflection Time' Behaviour Think Sheet

Our School Rules

- The right to feel and be safe
- The right to learn
- The right to be treated with respect



Name:			
Year:		Date:	
Why are you on 'Reflection Time'?			
How will I change my behaviour / actions in the future?			
Name of supervising member of staff:			
Autumn 1 Autumn 2		Spring 1 Spring 2	
1 st visit		2 nd visit	
			Summer 1 Summer 2
			3 rd visit
			Letter sent home

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Appendix 2

Date: _____

Dear Parent/Guardian

This is to inform you that _____ has been in 'Reflection Time' on three occasions for the following reasons.

We would appreciate you speaking to _____ about their behaviour, supporting us as we ensure that all children adhere to our school rules

- **The right to feel and be safe**
 - **The right to learn**
- **The right to be treated with respect**

If there is no improvement in behaviour, resulting in a further 'Time With' session, then we will contact you to arrange a meeting where we will set up a Behaviour Improvement Card.

Thank you for your cooperation in this matter.

Yours sincerely

Mr Dave Catt
Headteacher

Halewood Church of England Primary School

Appendix 3

Halewood Church of England School Behaviour Improvement Card



Target 1	Target 2	Target 3
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Week beginning:

	Session 1 8.50 – 10.45		Session 2 Breaktime		Session 3 11 – 12/12.15		Session 4 Lunchtime		Session 5 1 – 3.00pm		Child's reflection	Parents signature
	1.	SLT Signature	1.	SLT Signature	1.	SLT Signature	1.	SLT Signature	1.	SLT Signature		
Mon	1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.	
Tue	1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.	
Wed	1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.	
Thur	1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.	
Fri	1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.	

Key:
 A – Very good behaviour B – Good behaviour C – Satisfactory behaviour D – Poor behaviour E – Very poor behaviour

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Appendix 4

Halewood C of E Primary School - Positive Behaviour Plan

Name:	Date:	Review Date:
Additional Information:		
Key Adults:		
Triggers:		
What do we want to see?		

Additional Support in place	Level 1	Level 2	Level 3	Recovery & Debrief
	Behaviours Displayed: <ul style="list-style-type: none"> • 	Behaviours Displayed: <ul style="list-style-type: none"> • 	Behaviours Displayed: <ul style="list-style-type: none"> • 	Recovery behaviours: <ul style="list-style-type: none"> •
	Strategies to use: <ul style="list-style-type: none"> • 	Strategies to use: <ul style="list-style-type: none"> • 	Strategies to use: <ul style="list-style-type: none"> • 	Strategies to use: <ul style="list-style-type: none"> •