



HERON CROSS PRIMARY SCHOOL

BEHAVIOUR FOR LEARNING POLICY

Date: September 2025
Review Date: September 2027

Behaviour Policy Principles

Heron Cross Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe'. These are our three simple rules which can be applied to a variety of situations and are taught and modelled explicitly.

Aim of the behaviour policy

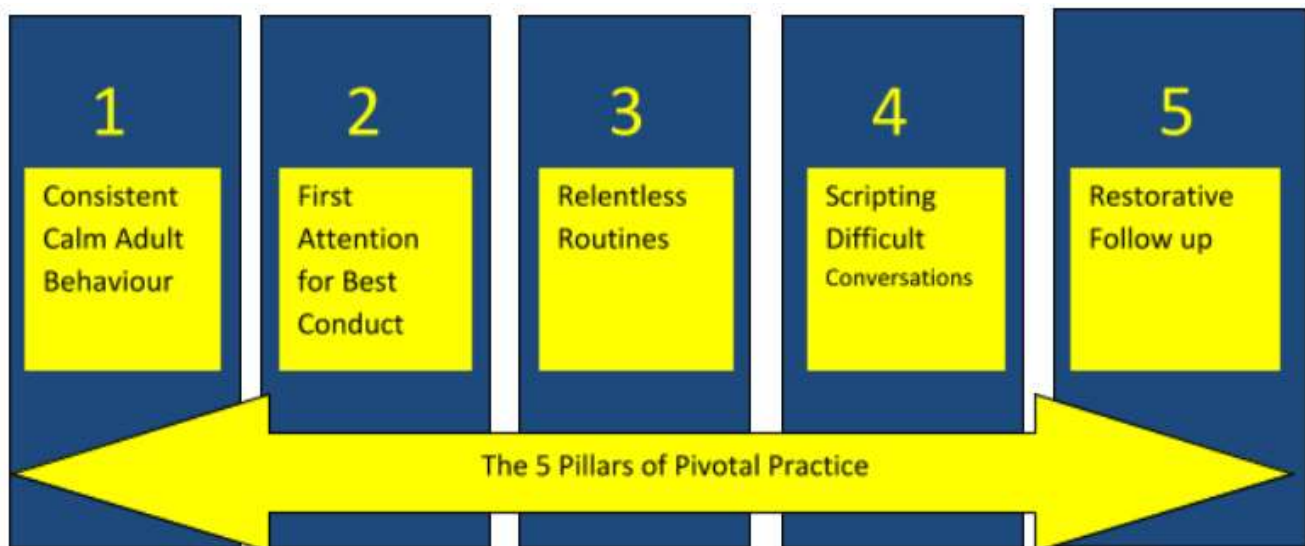
- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guidance for children, staff and parents of expected levels of behaviour
- To ensure that all children are treated fairly and shown respect
- To provide a consistent and calm approach
- To help children to take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour and empathy

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Encourage children to recognise that poor behaviour is a choice and that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

Our behaviour policy is based on the 'Five Pillars of Pivotal Practice' by Paul Dix



The relational approach

The five pillars of pivotal practice are achieved through a whole school relational approach to supporting positive behaviour and the mental health and well-being of all pupils. There are three key focus points of our relational provision;

- Developing relationships - this involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy.
- Responding and calming - using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to manage crisis.
- Repairing and restoring - using restorative conversation as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change.

Every adult will:

- Meet and greet children at the classroom door.
- Refer to **'Ready, Respectful, Safe'**.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson (e.g. Recognition boards)
- Be calm and give pupils opportunity to 'make things right' when going through behaviour steps. **Prevent** before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with children.
- **Never ignore** or walk past children who are behaving badly.

Senior Leaders will:

- Take time to welcome children at the start of the day.
- Be a visible presence around the school, especially at transition times.
- Celebrate all members of the school community whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- Use behaviour data (CPOMS) to target and assess school-wide policy and practice.
- Regularly review provision for children who fall beyond the range of written policies.

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from external agencies to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Recognition and rewards for effort:

We recognise and reward children who follow The Heron Cross Way. Our staff understand that at Heron Cross Primary School, we recognise that the use of praise in developing a positive atmosphere in school cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, particularly with children who are hardest to reach.

Positive rewards include, positive messages home- these may take the form of a telephone call, dojo message or a face to face chat, stickers and treats. Dojo points will be given to children who demonstrate the three core rules. We have a weekly 'celebration assembly' where children are publicly recognised for their achievements either in their learning/progress or by displaying consistently our school values. In addition, throughout the week any adult can place any child's name whose behaviour, attitude or progress have been exceptional, into the '**Standing Out**' box. Names will be drawn at random and these children will be invited to attend the '**Happiest Half-Hour of the Week**' which is hot chocolate, biscuit and a chat with the Headteacher.

Consistency is Key:

The following strategies will be implemented consistently across school;

1. Legendary Lines

(Silent, single file lines, line spaces ordered by surname)

2. Wonderful Walking

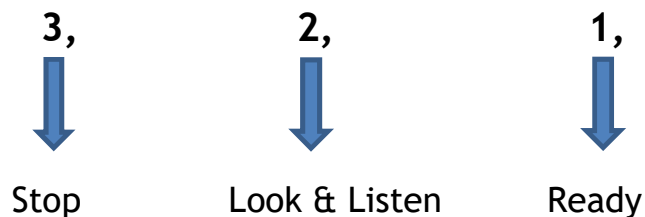
(Movement around school is calm and purposeful)

3. Positive Noticing

(Adults will acknowledge positive behaviour first and share good news)

4. Amazing Attention

(All adults will use the 3,2,1 strategy when gaining the attention of the class)



The Heron Cross Behaviour blueprint for EYFS:

We promote positive behaviour in the EYFS by:

- Setting clear and consistent expectations appropriate to the child's developmental stage.
- Using positive language and modelling appropriate behaviour, whilst praising good choices and effort.
- Using positive reinforcement systems such as:
 - Stickers / sticker charts for recognising kindness, teamwork, effort or following routines.
 - Verbal praise and sharing achievements with peers or parents.
 - Special helper roles or reward time as non-material incentives.

Sticker charts are used as short-term visual motivators. They are individualised, age-appropriate and focus on achievable goals (e.g. using kind hands, tidying up, taking turns).

Every adult: views behavioural incidents as opportunities for learning. Staff respond calmly and consistently by following these steps:

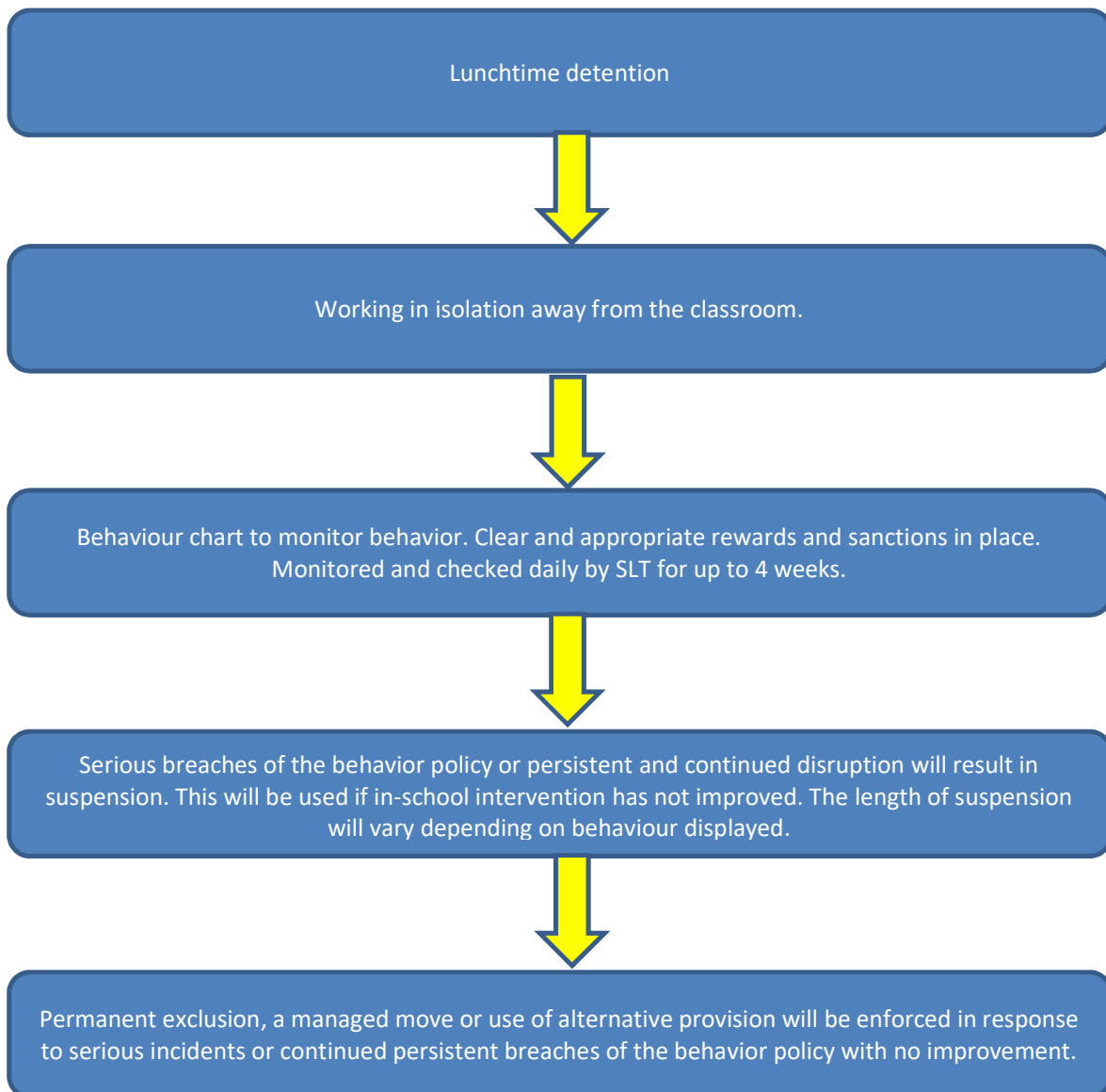
Step 1 - Gentle Reminder	Remind the child of the rule and expected behaviour in a calm, kind tone.
Step 2 - Second Reminder / Support	Offer guidance or redirection e.g. "Let's try playing over here instead". Acknowledge feelings e.g. "I can see you're upset" and model problem-solving.
Step 3 - Time Out (in the same classroom)	If a child continues to struggle: • The child is invited to have a "thinking time" or "calm spot" within the same classroom, never in isolation and never in another classroom. • This is a short, age-appropriate period (typically 2-3 minutes). • The aim is to calm down, reflect and rejoin the group once ready. • An adult remains nearby for reassurance and to help the child re-engage positively. Note: Time-out is not a punishment, but a chance to reset and regulate emotions in a safe, supervised way.
Step 4 - Reflection and Repair	After calm time: • An adult helps the child talk about what happened, what feelings were involved and what can be done differently next time. • Encourage children to 'make it right' through actions (e.g. helping tidy up, saying sorry, drawing a picture).
Consequences	• We communicate regularly with parents about positive behaviour and any concerns. • Serious or repeated incidents are discussed in person and a shared plan is developed alongside a member of SLT and the parents. • Positive achievements are celebrated through daily feedback and sticker charts.

The Heron Cross Behaviour blueprint for KS1 and KS2:

The following table details the Heron Cross stepped approach to the consistent management of behaviour incidents:

Redirection	Praise the good behaviour of others and use to try and re-engage the individual with the expected behaviour. E.g. draw attention to their book to begin their writing/work. E.g. draw attention to a child who is being left out of play/a game. Gentle reminder or redirection using the three rules; Ready, Respectful, Safe
Reminder	Clear verbal warning given to child individually where possible. Reminder of previous occasions where they have made good choices. Use stop, think, ..., make the right choice. Think carefully about your next choice. E.g: 'I notice that you haven't opened your book yet. You are showing that you are not ready to learn. Remember yesterday when you were ready to learn straight away, you completed all of you work. Please open your book and start your work.'
Final reminder	Clear final reminder given to the child individually where possible, outlining consequence of reflection time if they do not make the right choice following this reminder. E.g: 'I have noticed that you are still not ready to start your work. You are not following the school rule of being ready. If you do not start your work now, you are choosing to complete it at playtime/lunchtime in reflection. Do you remember when you started your work yesterday and completed it all. This is what I need to see today. Thank you for listening, now open your book and start your work.' If the final warning is not followed and the behaviour continues, it MUST be recorded on CPOMS and child will have reflection time with SLT at their next break time.
Reflection	SLT restorative practice script to be complete in reflection. What happened? What were you feeling at the time? How have you felt since? Who was affected by what happened? How were they affected? What do we need to do to put things right? What will you do differently in the future? Reflection to be recorded CPOMs.
Consequences	The class teacher MUST inform parents if a child has been to reflection on 2 separate occasions within a week. SLT will speak to parents if a child has been to reflection 3 or more times in a week. Children who regularly receive 3 or more reflection meetings will be supported with a behaviour plan that will be monitored daily by SLT.

Where there are repeated incidents or reoccurrences of behavior that does not follow the behavior policy, the following steps will be taken by the senior leadership team:



If there is a serious breach of the behaviour policy, it may be decided that the staged approach is not a suitable consequence for the action and steps may be missed out with a more serious consequence given.

Relational approach to managing and regulating emotion

