Behaviour for Learning Policy

Sir John Heron Primary School

2026-2027

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1 Introduction

At Sir John Heron, we firmly acknowledge that fostering positive behavior and discipline is a collaborative effort among all stakeholders: staff, governors, parents/carers, children, and members of the wider community. This partnership is designed to provide children with the platform to cultivate self-discipline and foster a profound respect for themselves and all members of the community. Together, we strive to create an environment where each individual can flourish, contribute positively to the collective wellbeing of our school community and to cultivate the resilience necessary to surmount challenges as they progress through life.

We have a positive and inclusive approach to managing emotions and wellbeing, which is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in a negative way. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing.

2 Code of Conduct and Statement of Behaviour Principles

To help protect the rights of the individual members of the community and encourage people to take responsibility, the school has a code of conduct, which all must adhere to. At the beginning of each term, each class will be reminded of this code of conduct which will be displayed in every classroom and the corridor.

For specific guidelines regarding the restriction, permitted exceptional use, and formal confiscation protocols of pupil mobile phones and smartwatches, please refer directly to the school's Mobile Phone Policy

The Governing Body of Sir John Heron Primary School sets out the following high-level principles to guide the Headteacher and staff in shaping the school's Behaviour for Learning Policy:

- **Right to Safety and Respect:** Every child and adult in our school community has the right to feel safe, respected, and valued at all times. Bullying, discrimination, or harassment of any kind will not be tolerated.
- **Behaviour as Communication:** All behaviours are driven by underlying emotions and needs. We prioritise emotional literacy, relational support,

and emotion coaching to help children regulate and manage their actions effectively.

- **Equity, Inclusion, and Early Identification:** Sanctions and expectations must take full account of individual needs, including Special Educational Needs and Disabilities (SEND), neurodivergence, or temporary socio-emotional distress. Persistent behavioural challenges must trigger early identification and assessment rather than punitive escalation.
- **Restorative over Punitive Practice:** We believe in developing responsibility through restorative conversations and logical consequences that repair relationships, teach self-regulation, and preserve dignity.
- **Partnership with Parents/Carers:** Fostering strong, consistent communication between home and school is essential to support children's holistic development and success.

3 Encouraging the behaviour we want

All staff recognise the need to encourage and foster positive behaviour and the need to acknowledge appropriate behaviour and reward children's efforts on a range of levels. Staff understand that effective praise helps the child to develop positive attitudes and foster intrinsic motivation.

When children are rewarded for their good behaviour, the reason the reward is being given is made clear and linked to the school values or and responsibilities.

On entry, each child will be designated a House (either Elves, Gnomes, Goblins, Leprechauns, Pixies, Trolls), which they will belong to throughout their time at Sir John Heron. Good behaviour, based on the school learning values (Y2-Y6) and the "My Characteristics of Effective Learning" (MCoEL) values (EYFS-Y1) is rewarded with points being allocated to their House. When a child is given a point, it is tallied on a Track-It Lights. These points are counted and recorded at the end of each week. On Friday morning, the points are added up and the total for each House is announced in assembly. These are then displayed in the hall and adjusted each week. Houses with the most points at the end of each half term are rewarded with a special treat.

House points are given for:

- Co-operation with adults and children.
- Demonstrating a positive attitude to learning.
- Showing an awareness of other people's needs and feelings.
- Personal progress and development.
- Demonstrating respect for people and property.

4 Emotion coaching

Emotion coaching encourages all adults in a school to look for indicators of challenging emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour.

The key steps of emotion coaching are:

1. Empathy.
2. Labelling and validation of the emotion
3. Limit-setting (if needed).
4. Support with problem-solving (at SJH we utilise zones of regulation and restorative practices)

See appendix 11.1

5 Restorative practice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong.

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better. At SJH, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

At SJH we use a set of visual prompts to encourage children to reflect and discuss the above (see appendix 11.2)

6 Logical consequences

All staff are aware of the need to look beyond any behaviours and to investigate the root cause of them.

- A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.
- Logical consequences include making up time for lost learning, reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person who has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. build a Lego model, make a card. In all of these, the child should be supported by a regulated and supportive adult. This will be supported through the use of the school's own restorative practice visuals as part of a supportive conversation between all involved parties.
- If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child

Logical consequences will be:
Related - consequence must be related to the behaviour.
Respectful - the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved.
Reasonable - the consequence is reasonable from the child's point of view as well as the adult's.
Helpful —it helps rather than hurts.

Our approach is to always try to understand why particular behaviours occur so that the behaviour can be prevented from occurring in the future. However, on some occasions it may also be necessary to impose sanctions for unacceptable behaviours. These are:

- Physical violence.
- Rudeness or racist comments/attitudes.
- Theft.
- Swearing.
- Disobeying the school code of conduct.
- Disruption.
- Misuse or unauthorised bringing of mobile phones or smartwatches to school, in line with our Mobile Phone policy.
- Misuse of Artificial Intelligence (AI) tools: In line with our school's AI Policy, any inappropriate or unauthorised use of AI systems is considered unacceptable behaviour. This includes submitting completely AI-generated content as a student's original academic work (undermining academic integrity) or using non-approved digital tools on school devices.

- In accordance with DfE guidance on Searching, Screening and Confiscation, authorised school staff have the statutory power to search pupils or their possessions without consent where there are reasonable grounds to suspect possession of prohibited or banned items (including mobile phones/smartwatches, weapons, alcohol, or illicit substances). Staff also reserve the legal right to confiscate, retain, or dispose of such items as appropriate

7 Classroom behaviour management strategy:

We will be utilising the digital tracker of Track-It Lights:

1. Warn the child that their behaviour is unacceptable, move their name from the green to amber. Depending on the child's behavior they may move back to green.
2. If the pupil continues the unwanted behaviour despite the initial warning, they move to yellow. When on yellow the child has the opportunity to reflect on their behaviour in the reflection zone within their classroom. The class teacher to support with the child's reflection. Depending on the child's behavior they may move back to amber.
3. If a child is on yellow and has to be warned again, their name will be moved to the red, and they will spend their next playtime with the Learning Mentor to reflect on their behavior.

KS1 – 5 minutes of their break
LKS2 – 10 minutes of their break
UKS2 – 15 minutes of their break
Adjustments to this process may be made for children with SEND or those with individual behaviour plans to ensure fairness and inclusion.

4. If the child misbehaves again when their name is on the red light, they will be sent to their buddy class for ten minutes to further reflect on their behaviour.
5. If a child's behaviour becomes a concern then the Learning Mentor/SLT will decide to put the child on a behaviour chart and a letter will be sent home to the child's parent/carer.
6. If this behaviour still persists it will be referred to the Head Teacher and the parents will be contacted to attend a meeting in school.

Children may be suspended for behaviour that affects the health and safety of other children or staff, or is persistently racist or sexist or undermines staff on a regular basis.

Additionally, if a child demonstrates exemplary behavior or actions warranting a house point, they have the opportunity to move their name back from amber to green or red to amber. This initiative underscores the school's values,

emphasising that mistakes are integral to the learning process, both academically and behaviorally.

Staged Escalation for Repeated Red Lights

To ensure early intervention and targeted support, accumulated Red Light entries on Track-It Lights will trigger the following structured responses:

- **1–2 Reds: Teacher Check-in & Home Notification**

The class teacher conducts an informal check-in with the pupil to identify triggers and notifies parents/carers to ensure early home-school alignment.

- **3 Reds: Parent Meeting & Daily Monitoring Card**

A formal parent meeting is scheduled. The pupil is placed on a Daily Monitoring Card signed daily by both teachers and parents. The card establishes 2–3 clear daily targets focused on positive behaviour and emotional regulation.

- **5 Reds: SEND / Needs Assessment Trigger**

Reaching 5 Red lights automatically triggers an assessment for Special Educational Needs (SEN), neurodivergence (e.g., ADHD, autism), or underlying socio-emotional distress, rather than relying solely on disciplinary sanctions. The SENCO and pastoral team will collaborate to implement targeted support pathways.

8 Serious Behaviour Incidents in and out of School

For more serious incidents of behaviour where the traffic light system is not appropriate, the Headteacher will arrange to meet with a child's parent/carer to discuss the matter and the consequences for the child. More serious behaviour incidents for example, physical violence or deliberate damage to school property, may lead to a suspension. Each incident will be dealt with on a case-by-case basis and external agencies may be contacted.

The Headteacher and authorised staff have the legal power to discipline pupils for misbehaviour taking place outside of school premises (including travel to and from school, educational visits, online conduct, or cyberbullying) where it impacts the welfare of pupils, school staff, or the reputation of the school.

9 Use of Physical Restraint

All members of school staff have the legal power to use reasonable force in situations where a child may be at risk of causing harm to themselves or others. For more information, please refer to the school's Positive Handling Policy.

10 Role of Staff

Staff need to have high expectations of behaviour and have a clear understanding of procedures for dealing with unacceptable behaviour. It is essential these procedures are applied consistently across the school. Adults play a crucial role in setting standards of behaviour and provide good role models for children, particularly learning and developing self-discipline. Staff need to be constructive and positive, setting clear goals and aims for children to achieve. Staff must continually evaluate and reflect on their practice both individually, in teams and as a whole school.

Within the school there are various levels of responsibility and management, these are used to deal with areas of conflict and to resolve differences.

The Learning Mentor will analyse the class behaviour data from Track-It Lights every Friday afternoon and look at patterns of behaviour within the class/ year group/school. The Learning Mentor will identify key children who require further emotional coaching throughout the following week in order to reduce patterns of negative behaviours. Those who are not recorded on Track-It Lights for negative behaviours at the end of every term will get a certificate to congratulate them on their exemplary behaviour. For those children who have stayed on green all year, will receive an invitation to the Green Party to celebrate their exemplary behaviour. Children who have shown significant improvement or maintained positive behaviour for a sustained period will also be recognised at the end of each term.

11 Bullying

Bullying may be distinguished from other unacceptable forms of aggressive behaviour in that it involves dominance of one person over another or a group of others. It may be pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

At Sir John Heron, bullying, including cyberbullying, child-on-child abuse, and the malicious use of Artificial Intelligence (AI) platforms—such as using digital tools to generate harmful, discriminatory, or deceptive text and images intended to target or exclude others—will not be tolerated. The children are taught that bullying is “lots of times and on purpose” to ensure clarity and ease of understanding for pupils.
Any such form of bullying, including technological misuse, will be swiftly addressed through both preventative education (such as PSHE, and assemblies) and robust responsive measures in full alignment with our Anti-Bullying and AI Policies. Any digital bullying committed via mobile technology on school premises will result in immediate phone confiscation alongside standard restorative/disciplinary sanctions, as per our Mobile Phone Policy.

From the moment they join the school, children are taught the importance of reporting incidents, whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of bullying.

Staff are asked to be alert to any incidents of bullying and are required to follow the school procedures as listed below:

- All staff must follow up any reported incidents of bullying.
- If the report is found to be valid, the Headteacher must be informed.
- The matter should be dealt with in accordance to our anti-bullying policy.

12 Behaviour Management in the Playground

12.1 Sanctions

If children are unable to follow the playground rules and expectations, the following options are available to staff and children alike:

12.2 For minor incidents

Children have the opportunity to go to an Anti-Bullying Ambassador who will help them solve their problem.

Anti-Bullying Ambassadors will:

- Talk to the child/children and find out what the problem is.
- Listen to both sides of the problem. Each child giving his/her account with no interruptions.
- Reflect with the child/children to the school's code of conduct.
- Discuss with the child/children what they are going to do about the situation.
- Listen to the suggested solutions.
- Child/children choose the solution that is acceptable to them and the staff member involved.
- Put that solution into effect.

12.3 For more serious incidents

If the Anti-Bullying Ambassador cannot resolve the incident, they will refer the matter to an adult. The adult can then ask the child:

- To go to a designated area for a period of 5-10 minutes depending on their age to reflect on what has occurred.
- After this time, if appropriate, a Learning Mentor will try and work with the children to satisfactorily resolve the situation.

- A child/ children are immediately removed from the playground for serious matters, including endangering the safety of others by being physically aggressive or intimidating. These children should then to be taken to the member of SLT on duty.
- If there is a continual disregard of the school's code of conduct by the child, the Headteacher will be informed and will decide whether the parents/carers should be contacted.

13 Appendices

The school's code of conduct is as follows:

Our responsibilities

13.1 The Four steps to emotion coaching

13.2 Restorative Practice Visuals

13.3 Behaviour Chart Letter

13.1 The Four steps to emotion coaching

Step One – Ensure the environment is safe, recognise the emotion, empathise and sooth to calm the individual.

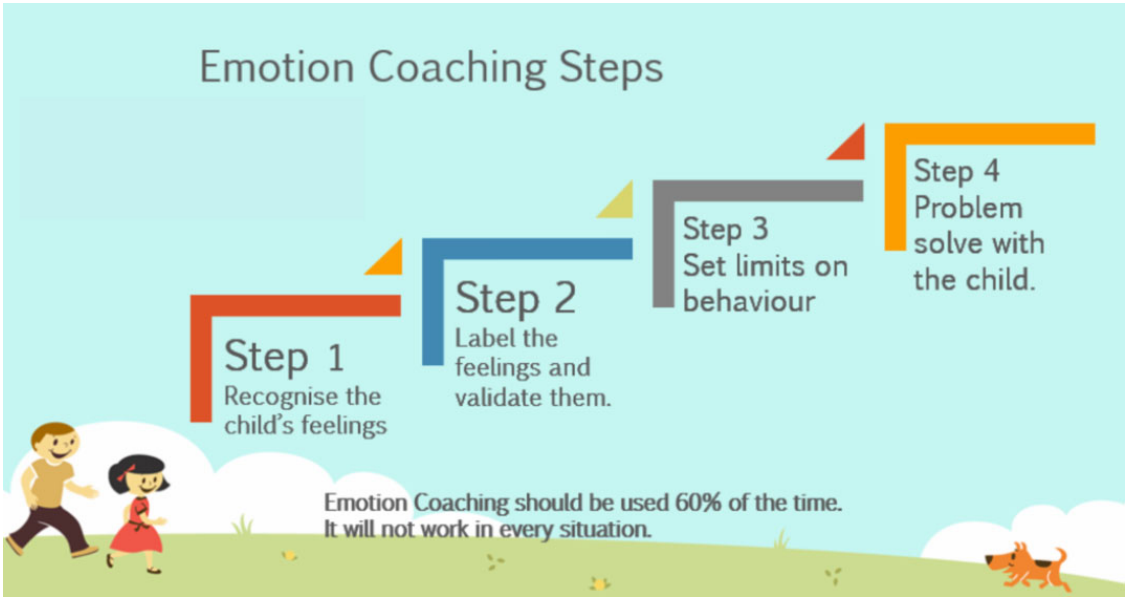
Step Two - Validate the feelings and name what you see (e.g. the emotion likely to be underlying the child's behaviour). For example, ", you look really angry today." Notice whether the child needs emotional regulation or whether they are ready to talk through the behaviour. If they need regulation, support the child to use their regulation strategies (e.g. Calm corner, calming strategies, kicking a football, having a cold drink, time with a member of the pastoral team/SLT) Then give praise for the use of regulation skills.

We are kind and helpful	We do not hurt other people's feelings
We are gentle	We do not hurt anybody
We are honest	We do not cover up the truth
We work hard	We do not waste our own time or the time of others
We look after property	We do not waste or damage things
We listen to people	We do not interrupt

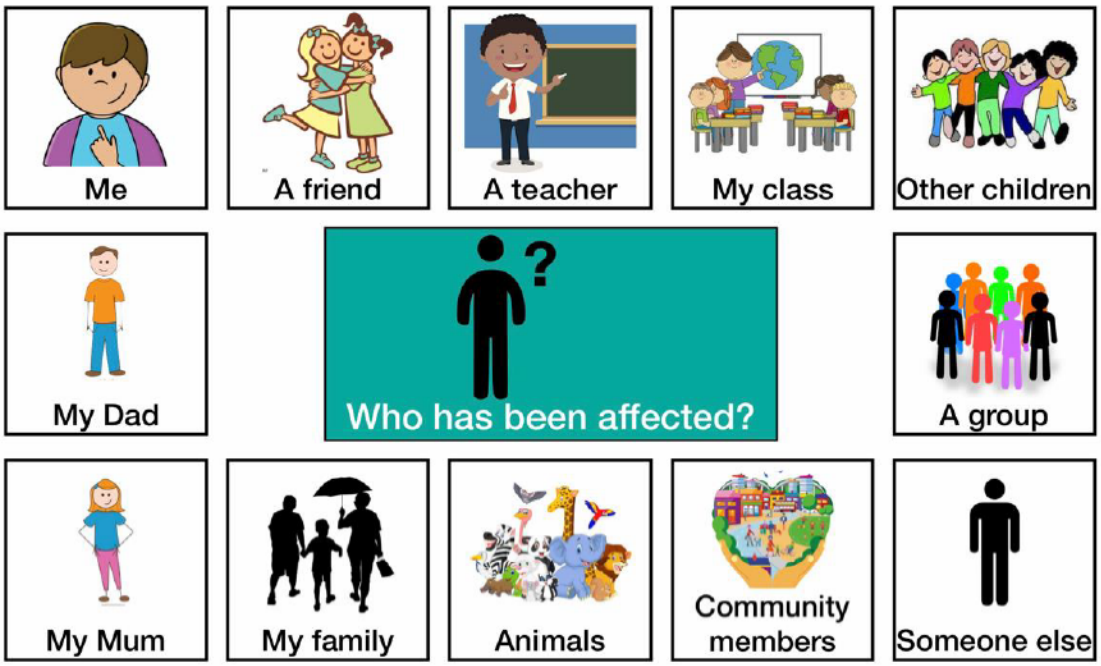
Step Three –Set limits on behaviour. Use correction or problem solving where appropriate e.g. "But it is not okay to kick the door like that. Let's think about what you

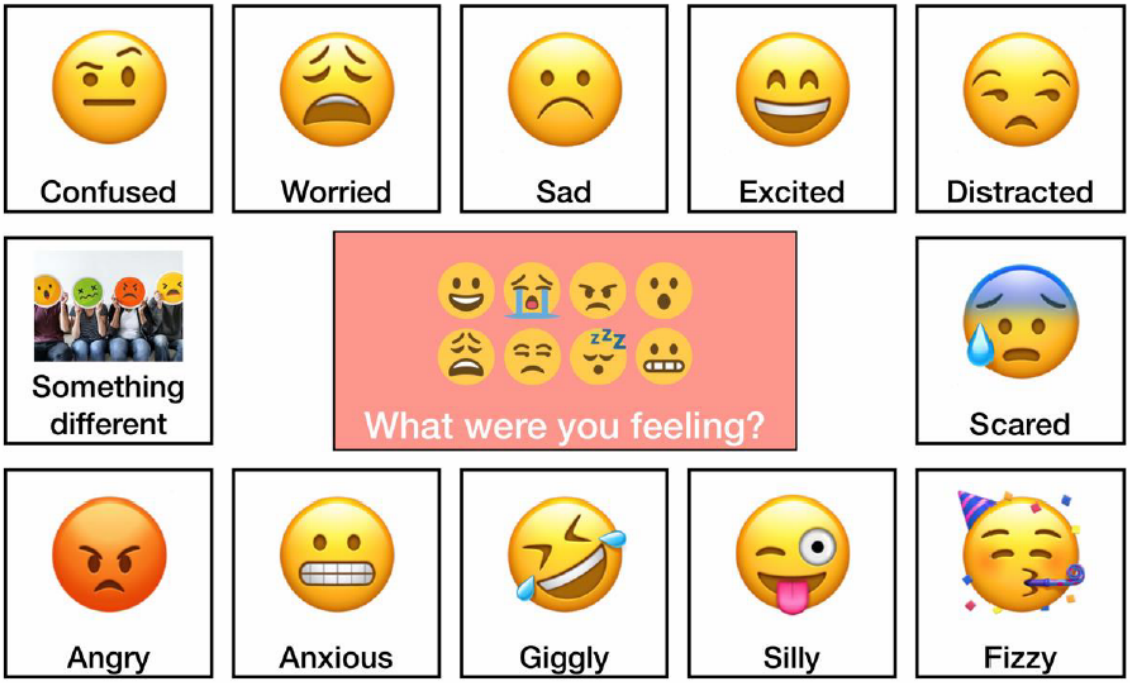
could do instead next time that you are feeling angry." This will enable the child to learn from their experience.

Step Four - Problem solving with the child. When the child is emotionally regulated and ready to reflect, be **curious** about the possible reasons behind their emotion e.g. "I wonder if these angry feelings are because you're feeling left out. Show empathy and acceptance of the feelings e.g. "I get it. I would feel angry if I was feeling left out too." Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the repair of this relationship, so that the child knows that 'the relationship is bigger than the act'.

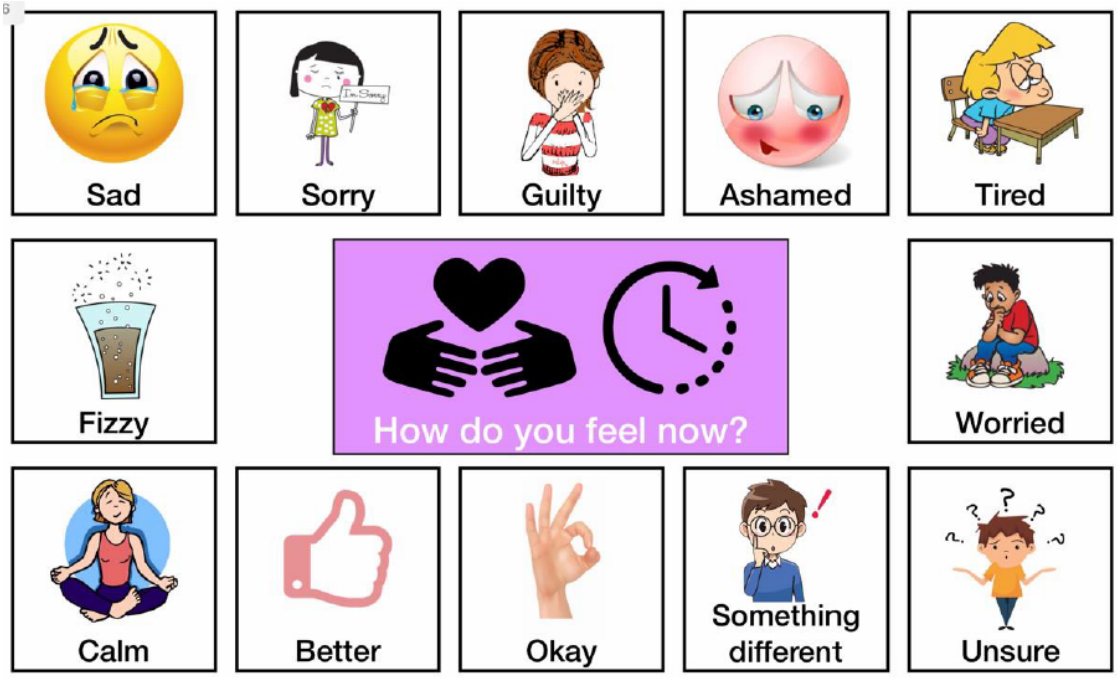





Me
A friend
A teacher
My class
Other children
My Dad
Who has been affected?
A group
My Mum
My family
Animals
Community members
Someone else


Confused
Worried
Sad
Excited
Distracted
Something different
What were you feeling?
Scared
Angry
Anxious
Giggly
Silly
Fizzy


Write it down
Write a letter
Talk with someone
Say sorry to someone
Fix something
Have thinking time
What needs to happen to put it right?
Tidy Up/clean something
Time for change
Make a change
Make a plan
Practice Makes Perfect!
Practice
Finish my work
Something else


Sad
Sorry
Guilty
Ashamed
Tired
Fizzy
How do you feel now?
Worried
Calm
Better
Okay
Something different
Unsure


Something else
Ask to go outside
Go to a calm space
Get a fiddle toy
Tell someone how I feel
Count to 10
Next time I could...
Tell an adult
Walk away
Play with someone else
I need help
Ask for help
CHANGE AHEAD
Make a change
Take deep breaths

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Headteacher: Nazia Ishaq BSC, P.G.C.E, NPQH **Deputy Head: Habibah Shah BA**

Together we learn. Together we achieve.

Behaviour Monitoring Card Notification

To the Parent/Carer of: _____ Date:_____

Class:_____

Dear Parent/Carer,

We are writing to share some concerns regarding _____'s behaviour in school recently.

Over the past few weeks, your child has reached **3 Red Lights** on our Track-It Lights monitoring system. To help support them in making positive choices during lessons and unstructured times, we are putting a **Daily Monitoring Card** in place for at least two weeks.

As part of this supportive strategy, we will establish **2–3 clear daily targets** tailored to your child's needs. In every lesson, the adult leading the session will sign and comment on their progress towards these targets. The monitoring card will be sent home each evening for you to review and sign.

We kindly ask that you discuss the card with your child each evening to encourage positive progress and reinforce our shared expectations.

We would also like to invite you to a short meeting to discuss how we can work together to support _____ effectively.

Please contact the main office or speak with the class teacher to arrange a convenient time.

So that we can be sure you have received this letter, please sign and return the slip below tomorrow.

Yours sincerely,

N Ishaq
Headteacher

Please sign this slip to show that you have seen this letter and return it to your child's teacher.

Signature:_____ Parent/ Carer (Please circle)

Please print your name:_____

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Collaborative Support & Assessment Notification

To the Parent/Carer of: _____ Date:_____

Class:_____

Dear Parent/Carer,

At Sir John Heron Primary School, we are committed to ensuring every child feels supported, understood, and able to thrive in their learning environment. We recognise that changes in behaviour are often a child's way of communicating underlying feelings, stress, or unmet learning needs.

Recently, _____ has reached **5 Red Lights** on our Track-It Lights monitoring system this term. Under our school policy, this automatically moves us beyond standard disciplinary sanctions and triggers a supportive review to identify any potential underlying needs—such as Special Educational Needs (SEN), neurodiversity (such as ADHD or autism), or social-emotional distress.

We want to work closely alongside you to understand what might be contributing to these difficulties and how we can best adapt our environment and provision to help _____ succeed.

We would like to invite you to a collaborative meeting at school with a member of our Inclusion/SEND team. During this meeting, we will discuss your insights from home, share our classroom observations, and explore potential assessment pathways or additional internal support strategies.

Meeting Details:

- **Date:** _____ **Time:** _____
  If this time is inconvenient, please contact the school office to arrange an alternative time.)

Please complete and return the slip below to confirm your attendance. We look forward to working together in partnership to support _____.

Yours sincerely,

N Ishaq
Headteacher

Please sign this slip to show that you have seen this letter and return it to your child's teacher.

Signature:_____ Parent/ Carer (Please circle)

Please print your name:_____