

Behaviour For Learning

Appendix M

Behaviour for Learning

At Lower Heath CE Primary School, we believe that positive behaviour is essential for effective learning. Our approach to behaviour for learning is rooted in our Christian values and our school vision, 'Let Your Light Shine'. We promote a culture of high expectations, mutual respect, and personal responsibility. Staff use consistent routines, clear expectations, and positive reinforcement to create a calm and purposeful learning environment. Pupils are supported to reflect on their behaviour and understand how it impacts their own learning and that of others.



ClassDojo

At Lower Heath, we have an emphasis on encouraging and praising good behaviour. Our Class Dojo system rewards children who demonstrate our school values. All parents and carers are linked with Dojo and are, therefore, included in supporting and understanding good behaviour. In addition,

weekly whole school celebration worship recognises children who have demonstrated excellent attitudes to learning and modelled our whole school values.



All staff understand that behaviour is a form of communication, that children don't always make the right choices and may need support in regulating their emotions. Teaching learning behaviours reduces the need to manage misbehaviour.

A whole school approach using 'The Zones of Regulation' provides children with strategies to become more aware of and independent in controlling their emotions and managing their sensory needs, guiding them to the 'Green Zone', where optimal learning occurs.

Curriculum

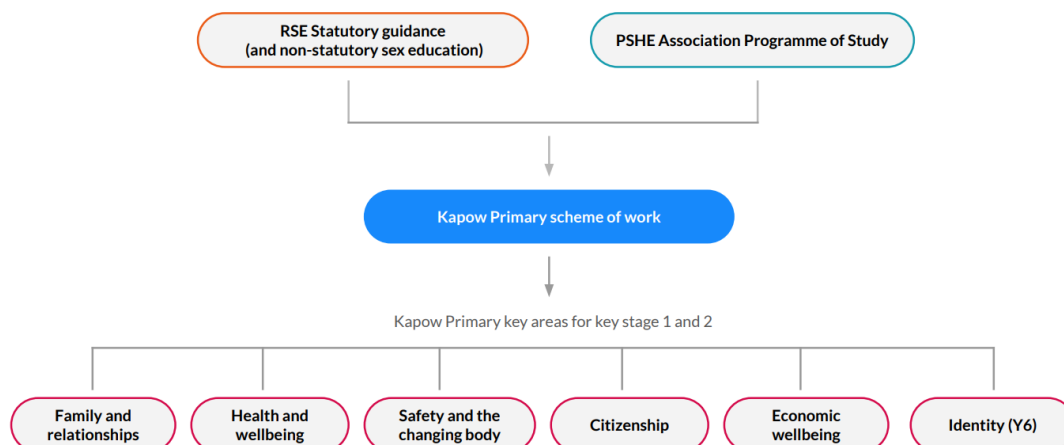
Appendix N

Behaviour for Life

Our curriculum is designed to be inclusive, engaging and ambitious for all learners. It promotes curiosity, creativity and resilience. We ensure that pupils understand the purpose of their learning and how it connects to the wider world. Through our curriculum, we explicitly teach behaviour expectations, including collaboration, independence and perseverance. Oracy and vocabulary development are key priorities, supporting pupils to express themselves confidently and respectfully.

We explicitly teach behaviour through the Kapow Scheme of work which examines core themes: Family and Relationships, Health and Wellbeing, Safety and the changing body, Citizenship, Economic Wellbeing. The PSHE curriculum also builds in opportunities to link to British Values

ensuring all our children are rounded citizens and understand the importance of community. The Kapow scheme of work is also used to teach Relationship and Sex Education.



At Lower Heath CE Primary, we endeavour to ensure that PSHE is faith sensitive, inclusive and inspiring, enabling children to make responsible and well-informed decisions about their lives. All pupils have a right to an education which allows them to flourish and is set in a learning community where differences of lifestyle and opinion are treated with dignity and respect. We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.



Weekly Primary Picture News lessons focus on a current news story to enable children to learn from the world around them and develop respect for other's beliefs, feelings and faiths.

Enrichment

We offer a wide range of enrichment opportunities that promote positive behaviour and personal development. These include educational visits, residentials, after-school clubs and leadership roles such as School Council and One Voice representatives. Pupils are encouraged to take part in community events and service projects, helping them to develop empathy, teamwork and a sense of responsibility. Our outdoor learning provision - Allwood World - supports well-being and fosters a love of nature.

Lower Heath children, staff and parents live the Christian values of love, respect, faith, fellowship and thankfulness by supporting others through a wide range of charity work, supporting charities such as Macmillan Cancer Support, NSPCC, Comic Relief, Children in Need, and a range of local charities such as local food banks. Throughout our curriculum, visits and visitors into school expose children to wider life experiences such as visits to the theatre, art galleries and places of worship.

Recognising Behaviour

We celebrate positive behaviour through a range of recognition systems, including house points, certificates and Class Dojo points. Weekly celebration assemblies highlight pupils who demonstrate our school values and learning behaviours. Staff use verbal praise and restorative conversations to reinforce expectations and build positive relationships. Pupils are encouraged to reflect on their achievements and set personal goals.

Appendix O

Recognising
Behaviour

Thankfulness	Respect	Faith	Love	Fellowship
<ul style="list-style-type: none"> • Demonstrating good manners • Not complaining • Sharing in someone else's success 	<ul style="list-style-type: none"> • Letting others have a turn first • Looking after things • Picking up something from the floor 	<ul style="list-style-type: none"> • Standing up for someone • Forgiving someone who has done something wrong 	<ul style="list-style-type: none"> • Showing kindness to others • Demonstrating patience 	<ul style="list-style-type: none"> • Helping one another • Encouraging others when something is difficult

Children receive 'Dojos' for demonstrating positive behaviour. This is also communicated to parents and carers to support with positive praise at home. Weekly celebration worship award certificates to children who have tried their best in their lessons, have deepened their learning through reading and homework outside of school or have demonstrated our Christian Values.

Children who are not yet able to show they can follow the Core Expectations, are spoken to privately. All staff use a consistent approach through our daily routines and classroom management:

How to Remind Pupils of Expectations

1. Values Reminder

We use this when we want to link behaviour to our school values:

🔊 "[Child's name], at Lower Heath we show respect. Please show your respect by turning around and focusing on your work."

2. Verbal Reminder

We use this to clearly restate what is expected:

🔊 "[Child's name], remember what I said about our expectations. When I come back, I expect to see you showing the right behaviour."

3. Visual Reminder

We use a visual cue (like a mark in their book or a note) to reinforce the message:

🔊 "[Child's name], here's a reminder of what you need to do. I'll check back in three minutes. If you're not on task, you'll need to move seats."

How to Support Behaviour Through Change

1. Change Support

We use this when a child may be struggling with the task:

🔊 "[Child's name], do you need some extra help? I'll come back in three minutes—let me know how I can support you."

2. Change Seat

Use this when a child needs a quieter space to focus:

🔊 "[Child's name], I've set up the concentration station for you. Please move there now. If it doesn't help, we'll need to find another space."

📞 Call home the same day and log the incident on CPOMS.

3. Change Space

We use this when a child needs a complete reset in another classroom:

🔊 "[Child's name], you'll spend ten minutes at the time-out table in another class. After that, we'll talk about how to get back on track."

👥 Class teacher and SLT to meet with parents in person and agree next steps.

How to Respond When Behaviour Needs Escalation

1. Removal of Social Time



The pupil spends break/lunch away from peers.



We use this time for a **restorative conversation** or **social story** to help them reflect and reset.

2. Request for Support



Call for SLT support if the pupil is not engaging in learning.



Call immediately if the behaviour is hazardous or unsafe.

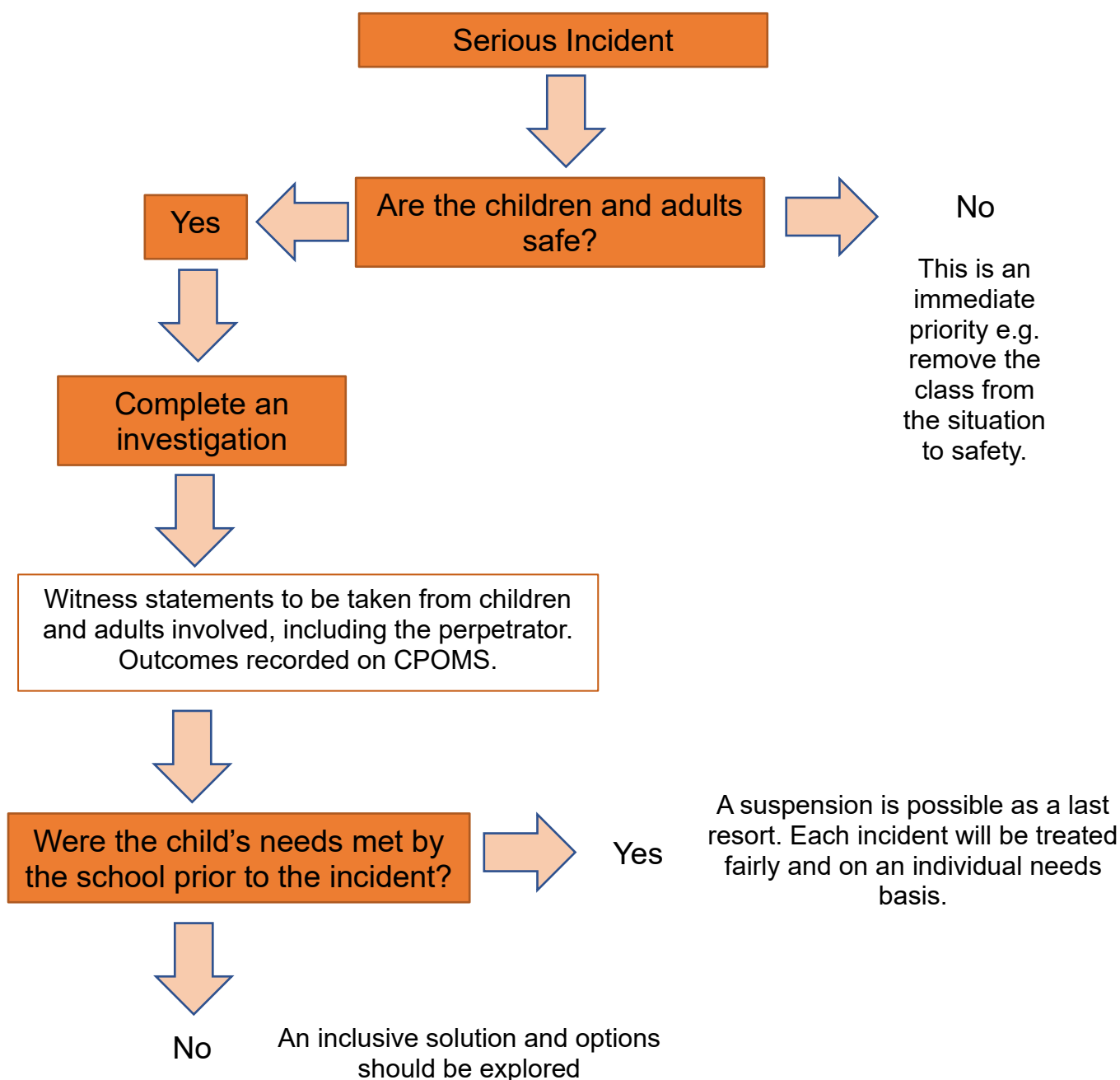
3. Same-Day Review



A review must happen the same day to support both the pupil and staff.



The goal is to reset and prepare everyone for a positive start the next day.



Options to avoid issuing a suspension:

- A restorative meeting with the child, staff member and/or peers involved
- Invite parent / carer into school to prepare the child for the consequence
- Child to spend a fixed period of time with a member of SLT
- Removal of social time for a fixed period

Support

We are committed to supporting all pupils to meet our behaviour expectations. Staff receive regular training in behaviour management and inclusive practices. We work closely with families and external agencies to provide tailored support for pupils with additional needs. Our pastoral team offers targeted interventions, mentoring and emotional support. We use behaviour plans and risk assessments where necessary to ensure a safe and supportive environment for all.

For most children, verbal praise and recognition of positive behaviour will be enough to support them in being ready to access learning. However, at times, children will face challenges and need additional support to regulate their emotions to manage the demands of the school day, their home life and social interaction.

Our inclusive ethos recognises that different learners need different levels of structure and support to be successful. Building relationships and key consistencies in language and response from staff need to be in place in order for children to feel secure and therefore be supported in their development of positive behaviour. Where there is a continuation of disruptive behaviour or where a child is unable to modify their behaviour, it may indicate there are underlying needs that may need further exploration and support.

For pupils with more challenging behaviours, individual approaches are developed within the classroom such as the use of Now and Next boards, visual timetables and a 'work / reward' approach. Additional supportive interventions such as Reach for the Top or developing Emotional Literacy examine the root causes of the behaviour and support the child with strategies to enable them to communicate their needs more effectively, rather than resorting to poor behaviour.

Other measures to support may include an individual behaviour record, Pastoral Support Plan or bespoke personal support. All provisions are communicated to parents, reviewed regularly and monitored for impact.

Appendix P



Support