

Behaviour For Learning

Appendix M

Behaviour for Learning

At Lower Heath CE Primary School and Nursery, we are committed to creating a calm, purposeful environment where exemplary behaviour underpins effective learning. Positive behaviour is essential, and we expect everyone to maintain high standards of personal conduct, take responsibility for their actions, and encourage others to do the same. Our approach is rooted in our Christian values—*love, respect, faith, thankfulness, and fellowship*—and our school vision, *‘Let your light shine’*. Staff use consistent routines, clear expectations and positive reinforcement to promote a culture of mutual respect, high expectations and personal responsibility. Our behaviour policy supports adults to teach self-discipline rather than compliance, helping pupils reflect on their behaviour and understand its impact on themselves and others. This appendix ensures consistency in how we respond to behaviour across the school, enabling both children and staff to thrive, achieve, and build positive relationships.



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.



At Lower Heath we are committed to teaching all children effective coping and self-regulation strategies to help them manage anxiety, stress and emotional challenges, both in the classroom and in life. Whether they're facing a tricky learning task or navigating personal difficulties, we want our pupils to develop the resilience to persevere and the emotional literacy to express how they feel.

By introducing these skills early, we aim to support children in becoming emotionally intelligent teenagers and adults, reducing the likelihood of them turning to negative coping strategies that could impact their mental and physical wellbeing. Our whole-school approach, using The Zones of Regulation and Colour Monsters, empowers children to recognise and manage their emotions, guiding them towards the Green Zone, where optimal learning and positive interactions occur.

Through this approach, we help children to:

- Recognise when they are in different Zones and learn how to stay in or move between them appropriately.
- Expand their emotional vocabulary to better articulate their feelings.
- Understand what influences their emotional state, including sensory experiences, sleep, hunger, and environment.

- Recognise emotions in others, developing empathy and social awareness.
- Build resilience and problem-solving skills.
- Identify and use a personal 'toolkit' of calming and alerting strategies that work for them.

All staff understand that behaviour is a form of communication, and that children may need support to regulate their emotions. By teaching positive learning behaviours and emotional awareness, we reduce the need to manage misbehaviour and instead foster a culture of self-awareness, empathy and independence.

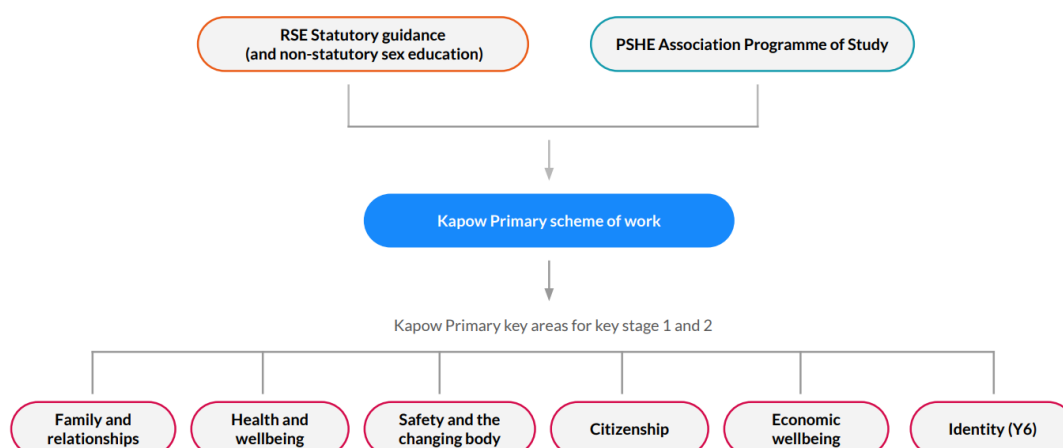
Curriculum

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.

Appendix N

**Behaviour
for
Life**



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 national charities such as Riding for the Disabled and Dog's Trust and a range of local charities such as Autism West Midlands and 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

At Lower Heath CE Primary School and Nursery, we believe that recognising and celebrating positive behaviour is essential for creating a calm, purposeful learning environment. Our approach is rooted in our school values and vision, *'Let your light shine'*, and is designed to promote self-reflection, motivation and personal growth.

Class Dojo points are awarded for meeting our school expectations. In addition, we use a range of recognition systems including house points, certificates, and curriculum-specific awards (e.g. Spelling Shed, Times Table Rock Stars) to celebrate effort and achievement.

Staff use verbal praise, restorative conversations and consistent routines to reinforce expectations and build positive relationships. Weekly celebration assemblies highlight pupils who demonstrate our school values and learning behaviours, and positive messages are regularly shared with families via Class Dojo, phone calls, or in person. Pupils are encouraged to reflect on their achievements and set personal goals, helping them to take ownership of their behaviour and learning.

Appendix O

Recognising Behaviour

EXPECTATIONS	What does this look like?	Why is it important?
LOVE	- Showing kindness and compassion to others, especially those who are struggling. - Offering help without being asked, both in and out of the classroom. - Celebrating others' successes and offering encouragement. - Using kind words and actions to build each other up.	Love creates a nurturing environment where everyone feels valued, safe, and supported to thrive.
RESPECT	- Listening carefully when others are speaking. - Taking care of school property and shared spaces. - Accepting differences in others and treating everyone fairly. - Following adult instructions and school rules without argument.	Respect builds trust and harmony, helping our school community to work and learn together successfully.
FAITH	- Believing in yourself and others, even when things are difficult. - Trusting that challenges can be overcome with perseverance. - Taking part in collective worship and reflecting on spiritual values.	Faith gives us the strength to persevere, believe in our potential, and support one another through challenges.

	Demonstrating hope and positivity in your actions and words.	
THANKFULNESS	- Saying “thank you” and showing appreciation for others’ efforts. - Recognising the good in everyday moments and experiences. - Valuing the opportunities we have to learn and grow. - Expressing gratitude in prayers, reflections, and actions.	Thankfulness helps us develop a positive mindset and strengthens relationships through appreciation and humility.
FELLOWSHIP	- Working together as a team and including everyone. - Supporting classmates during group tasks or play. - Welcoming new pupils and helping them settle in. - Celebrating shared achievements and learning from one another.	Fellowship fosters a strong sense of belonging and unity, helping everyone feel part of our school family.

How to Remind Pupils of Expectations

1	2	3	4
REMINDER	WARNING	SANCTION	REFLECT & RESET
A reminder of expectations delivered privately wherever possible.	A clear verbal caution <u>delivered privately</u> wherever possible.	A clear explanation of how their behaviour impacted others in our school community and what the consequence will be.	A chance to speak to the learner privately .
- I noticed that you are finding this tricky. - I can see that you are feeling _____. (Link to Zones of Regulation if appropriate) - How can I help you? - Why don't we...?	- You aren't being safe/showing respect/showing you are ready to... - If your behaviour continues, a sanction will be put in place. - Show me how respectful / safe/ ready you can be.	- Your behaviour has continued. - As a result, you will ... (sanction). [Do not engage in further discussion about the sanction at this time].	- What happened? - How did you feel at the time? - What was the impact of your behaviour? - What could you do differently next time? - What can you do to make things right? If this is a repeated behaviour, log on CPOMS and inform parents.

Extreme Cases

Where the intensity or frequency of behaviour has had a significant impact on others, the senior leadership team will be involved in overseeing the case, identifying the appropriate response, which might include:

- Time away from the classroom;
- Removal of privileges (eg, competing in sports teams, trips and visits);
- Internal seclusion;

- Suspension (external);
- A managed move to another school;
- Permanent exclusion.

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