Behaviour & Relationships Policy 2026-27

Introduction

*This policy should be read in conjunction with the IFtL Responsible Citizens and Behaviour Core Values**

As the Herons' Partnership, comprising Heronshaw School, Heronshill School and Heronsgate School, we believe that part of preparing children for the next stage in their life is helping them to understand how to behave appropriately and show respect to others and the environment we live and work in. Across all three schools, our behaviour policy is underpinned by the core principles of being Respectful, Responsible and Safe. These principles guide our relationships, interactions and decision-making and form the foundation of our shared ethos and values. We recognise the vital role adults play in modelling, teaching and reinforcing positive behaviour, creating a culture where every child can thrive. Throughout the partnership we expect a total consistency of expectation that everyone (regardless of gender, race or culture*) should feel safe, secure and able to learn. All children are encouraged to develop empathy and respect for others. We place a high value on individual achievements and on celebrating the achievements of others. *All protected characteristics will be supported.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.
- To provide role models which reflect and reinforce these aims.
- Promote respectful and nurturing interactions and relationships among pupils and staff
- Develop early interpersonal skills such as courteous communication and active listening
- Encourage age-appropriate manners including turn-taking and polite behaviour
- Model positive behaviours consistently through staff conduct and school culture
- Foster social awareness and emotional development from the earliest stages of education
- Build foundations for responsible citizenship by embedding respectful habits
- Prepare children for future community engagement with empathy and thoughtfulness

- To encourage consistency of response to both positive and negative behaviour.

Purpose of the policy

- Promote Positive Behaviour: Encourage kindness, cooperation, and respect among children through consistent expectations and positive reinforcement.
- Support Emotional Development: Help children understand and manage their emotions, develop empathy, and build healthy relationships.
- Ensure a Safe Environment: Establish clear boundaries to protect all children and staff, ensuring everyone feels secure and valued.
- Teach Social Skills: Provide age-appropriate guidance to help children learn how to interact positively with others, resolve conflicts, and make good choices.
- Foster Self-Regulation: Encourage children to take responsibility for their actions and develop self-discipline in a supportive way.
- Support Staff Consistency: Offer clear procedures and expectations so all staff can respond to behaviour in a fair, calm, and consistent manner.

Children's wellbeing, involvement and the characteristics of Effective Teaching and Learning

Within the Herons' Partnership, we overtly promote the importance of high levels of wellbeing and involvement through an engaging and carefully curated curriculum that is exciting and motivating. We have incorporated our shared principles of being Respectful, Responsible and Safe within all that we do and these statements underpin all aspects of school life, including our approach to teaching and learning. All teachers consider the Characteristics of Effective Learning in their planning of lessons to minimise barriers to learning. We understand that an appropriately structured curriculum and strategically planned learning opportunities are vital in ensuring children are engaged and motivated to learn. We recognise that positive behaviour is fostered through strong relationships, consistent expectations and positive adult role modelling. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured and timely feedback, children are motivated and interested in learning. When children feel safe, respected and successful, they are more likely to make responsible choices and engage positively with their learning. We understand that this is a key factor in excellent behaviour and purposeful learning experiences.

Inclusive Practice and Behaviour Expectations for Children with SEND

Within the Partnership, we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), feel safe, secure and able to learn. We maintain high expectations for every child; however, we recognise that some children may require personalised support to fully access our behaviour expectations and routines. Our approach is inclusive, fair and responsive to individual needs.

We understand that all behaviour is a form of communication, and staff will take time to understand the underlying needs that may influence a child's response or actions. All adults are expected to apply our shared principles of being Respectful, Responsible and Safe with sensitivity while ensuring that boundaries remain clear, calm and consistent. Additionally, we recognise the importance of positive relationships and consistent adult responses in supporting children to regulate their behaviour and be successful. Our inclusion focused approach seeks to provide equity rather than standardisation, enabling every child to succeed through appropriate scaffolding, positive relationships and timely support. Our aim is for every child, regardless of need, to thrive and achieve within our behaviour culture, develop self-regulation over time and feel a strong sense of belonging within the Herons' Partnership.

For some children, reasonable adjustments will be made to reduce barriers to positive behaviour. These may include adapted communication systems, visual supports, pre-teaching of routines, chunked instructions, or opportunities for movement and regulation. Where needed, a personalised Positive Behaviour support Plan will be created in collaboration with the SENDCo, class teacher, parents and, where appropriate, the child. This outlines clear support strategies, proactive measures and agreed steps for adults to follow so that expectations remain consistent, predictable and achievable.

Expectations of Adults:

We expect every adult to:

1. Meet and greet at the door.
2. Refer to school values and expectations.
3. Model positive behaviours, courteous communication and build relationships.
4. Plan lessons that engage, challenge, and meet the needs of all learners.
5. Give first response to positive behaviours.
6. Be calm and give clear choices. Prevent before sanctions.
7. Follow up every time, retain ownership, and engage in reflective dialogue with learners.
8. Follow the five to thrive strategy of respond, engage, relax, play and talk.
9. Always explain that an additional strategy is being used as the previous one did not help.
10. Never ignore or walk past learners within the school communities who are engaging with negative behaviours.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

1. Take time to welcome learners at the start of the day.
2. Be a visible presence around the site and especially at transition times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support class teachers and support staff in managing learners with more complex or entrenched negative behaviours.
6. Regularly review provision for learners who fall beyond the range of written policies
7. Model the Herons' Partnership's principles of being Respectful, Responsible and Safe in all interactions with pupils, staff and families.
8. Promote a culture of positive relationships, consistency and belonging across the partnership.
9. Monitor behaviour patterns and trends to identify pupils who may require additional support or intervention.

Herons' Values

The Herons' Partnership Values of Honest, Resilient, Respectful, Curious, Kind and Adventurous help us to foster a positive environment allowing all children to take a sense of commitment and pride in our schools. We strongly value our relationships with parents and carers and feel that working collaboratively is extremely important. The key aim of this policy is to promote positive behaviour and understand the impact that behaviour has on learning.

Behaviour is the responsibility of all staff, pupils, governors, parents/carers and the wider community. We aim to build excellent home/school partnerships which are strengthened by our open−door policy and partnership.

Through the celebration of our Herons' Partnership Values, the constant reinforcement of positive behaviour, a consistency of approach and the language of choice which is all underpinned with our use of restorative practice we strive to reduce inappropriate or negative behaviors.

The Herons' Partnership Expectations

The children at Heronshaw, Heronshill and Heronsgate schools have many rights, including the right to feel safe, enabling them to learn. Through the celebration and reinforcement of our Values children clearly understand the expectations and how their positive behaviour impacts on their ability to learn.

As a community we expect that:

- Every child has a responsibility to respect the rights of other individuals in school, and to uphold the Herons' Values.
- Every adult in school has a responsibility to respect the rights of other individuals in school, have high expectations for all pupils and to set and reinforce high standards for behaviour.
- Parents and carers, when on school grounds, have a responsibility to respect the rights of other individuals in school, and to behave as positive role models for the children in school.

Recognition and rewards for effort

We recognise and reward learners who go '**above and beyond'** our standards. Our staff understand that at Heronshaw, Heronshill and Heronsgate we recognise that the use of praise in developing a positive atmosphere in the classroom 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, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is '**over and above.'** This may take the form of a face−to−face chat with parents at the end of the day or an email/communication or a post card home.

Recognition Level	EYFS and KS1 Heronshaw and Heronshill	KS2 Heronsgate
Daily Recognition	• Dojo points play a crucial role in celebrating and encouraging students' good choices and attitudes. Children earn points for showing the Herons' values -helping to reinforce the behaviours we want to see in the classroom and beyond. The system promotes a sense of achievement, builds self-esteem, and motivates pupils to consistently strive for their best. Teachers use the points to track progress and provide feedback, and visible, real-time recognition creates a culture where positive behaviour is noticed and nurtured.	E-Praise points play a key role in recognising and celebrating pupils who consistently demonstrate the Herons' values of being Respectful, Responsible and Safe. Pupils earn E-Praise points for positive learning behaviours, effort, resilience, leadership, and contributions to their Crew learning and the wider school community. The system encourages pupils to take ownership of their choices and actions, fostering a sense of achievement, self-belief and personal responsibility.

Points Awards Levels (linked to points earned via Dojo or E-Praise)	Bronze Certificate – Awarded for achieving 25 Points Silver Certificate – Awarded for achieving 50 Points Gold Certificate – Awarded for achieving 100 Points Platinum Certificate – Awarded for achieving 150 Points Diamond Certificate – Awarded for achieving 200+ Points Ruby Certificate – Awarded for achieving 250+ Points Sapphire Certificate – Awarded for achieving 300+ Points Emerald Certificate – Awarded for achieving 350+ Points Cosmic Certificate – Awarded for achieving 400+ Points (KS1) Crew Champion Award 400+ Points (KS2) *Points start at 'zero' at the start of each year.*	
Houses	All children are allocated to a House Team when they join the school. Earth, Air, Water or Fire. House Teams are represented by different colours and provide children with a sense of belonging to a wider school community. Wherever possible, siblings are placed in the same House Team. Children remain in their House Team throughout their time at the school, helping to build team spirit, pride and positive relationships. House Teams are used for a range of whole-school events and activities, including Sports Day, encouraging cooperation, participation and a shared sense of achievement.	All pupils are assigned to one of our four houses: Kestrels, Hawks, Falcons or Eagles when they join the school. Wherever possible, siblings are placed in the same house. Points earned via E-Praise are pooled collectively to encourage teamwork, pride and healthy competition between the houses. At the beginning of each academic year, pupils may apply to become a House Captain. Following an application and interview process, two House Captains are appointed for each house to lead, inspire and represent their team throughout the year.
Weekly Recognition	Each class teacher will select a **star of the week.** The star of the week will have consistently demonstrated what it means to be Ready, Respectful and Safe while living out the Herons' values. The children are selected prior to the start of the assembly, are invited to walk down the red carpet and receive a certificate, then take their seat pride of place at the front of the hall for the duration of the assembly. Parents and carers are invited to assembly to ensure they are fully involved in celebrating their child's success.	Celebration Assembly and selection for the Crew Champions Breakfast.
Special Recognition	Golden Tickets are awarded to children who consistently demonstrate the school's core values in their behaviour and interactions. Recipients of a Golden Ticket are entered into a weekly raffle for the chance to enjoy hot chocolate with the Headteacher or Deputy Headteacher on Friday afternoon. Winning tickets are drawn and	Crew Champions Breakfast on a Monday morning following Celebration Assembly for pupils who consistently model the partnership values and exemplify Crew learning.

	celebrated during the Friday celebration assembly, recognising those who go above and beyond in living out the school's values.	

Managing Behaviour

Engagement with learning is always our primary aim in all three of our schools within the Herons' Partnership. For most of our learners, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see.

Practical steps in managing and modifying poor behaviour.

Learners are held responsible for their behaviour. Aspects of behaviour that do not meet our school rules have a clear and consistent consequence. Children will always be given a chance to refocus and get back on track.

Children failing to make the right choices. **Consistent steps -progressive levels of consequence**

	Behaviour	Action
Step 0	Consistently demonstrating Ready, Respectful and Safe behaviours. Following Herons' values	Infants Dojo points, Golden Ticket, Star of the Day, Positive communication home, Celebration Assembly recognition. Juniors E-praise Crew breakfast champion, positive communication home.
Step 1	Children who choose not to demonstrate Ready, respectful, safe behaviours will be given a verbal warning.	Reminded of expected behaviours and verbal warning given
Step 2	Children who continue to make choices that are not Ready, Respectful or Safe will receive an official behaviour warning.	Verbal warning (yellow behaviour) reminded what they need to do to re-focus and get back on track

Step 3	hildren who continue to make choices that are not Ready, Respectful or Safe will be given time and space to reflect and refocus.	5-minute reflection time given (ember behaviour). This is time away from the situation. This could be in their own room or another classroom. This is 'owned' by the class teacher.
Step 4	Children continuing to choose not to follow ready, respectful and safe will now see a member of SLT to reflect on behaviour.	Red Behaviour Taken immediately to a member of SLT or member of SLT asked to support. Parents to be informed and logged on CPOMS.
Step 5	Persistent Offender	Parents are informed at the end of the day and focus behaviour targets and strategies put in place. Logged on CPOMS.
Step 6	Serious behaviour – Internal Suspension	Logged on CPOMS. Phone call home Consequences might be; work in an alternative room, missed playtime Positive behaviour plan may be started
Step 7	At any point, if a child's behaviours are putting themselves, other children, or staff at risk, the Headteacher has the right to suspend a child for a fixed term. Please see the section on exclusions for more information on this.	

Behaviour plans and positive reintegration

Strategies on a positive behaviour plan may include individual reward systems, check-ins with a named adult, and brain breaks. Our shared areas are used as breakout spaces for children as and when required. The SENDCO will support and plan activities that support the children's individual needs.

Restorative Practice

Schools within the Herons' Partnership use Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation, and a reflection period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable and not made on impulse. They must follow the school policy and be logged onto CPOMS. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. Any poor behaviour at lunchtime must be fed back by the class teacher so it can be followed up.

Questions which would be the basis of a restorative conversation at Heronshill:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school–organised or school–related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Reasonable Force

See positive handling policy.

Confiscation of Inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and

protects them from liability for damage to, or loss of, any confiscated items. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Zero tolerance

There are some actions and choices that all schools within the Partnership have a complete zero tolerance policy for, and will not be accepted, such as racism, homophobia and bullying. All incidents of this nature will be referred directly to the Senior Leadership Team. These incidents are formally recorded in the Incident Logs on our secure portal and are followed up on an individual basis.

Appendices

Restorative Practice

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children, and families to use RP to build community

Why use a restorative approach?

- Punishment does not meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders do not have to face full effects of actions
- Offender may feel isolated, and it may be difficult for them to get back into school community, making rule–breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Suspensions

This policy will adhere to the statutory guidance "Suspension and Exclusion from maintained schools, academies and pupil referral units in England." September 2024.

We believe that suspension and exclusion from school is a very serious matter and that it is the final step only to be taken if all other strategies have failed. A fixed term suspension or a permanent exclusion will only be issued where a child has persistently broken the school rules and, despite intervention and support, their behaviour has not been modified, or where a one-off severe incident has occurred. Any decision to suspend or exclude a pupil will be lawful, rational, reasonable, fair and proportionate.

The Headteacher will ensure the school does not discriminate against pupils on the basis of protected characteristics such as disability or race, in accordance with the Equality Act.

The Headteacher and governing body will comply with statutory duties in relation to Special Educational Needs when administering the exclusion process, including having regard to the Special Educational Needs Code of Practice.

Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after pupil, it will, in partnership with Milton Keynes Council, consider what additional support or alternative placement may be required.

If a child is suspended, the following will apply:

The incident / incidences will be thoroughly investigated by the Headteacher. A written record of all the stages of the investigation and any witness statements will be recorded. As part of the investigation, the Headteacher will consider whether the disruptive behaviour is an indication of unmet needs.

Dependent on the time of day in which the investigation is completed, there will be either a telephone meeting or face–to–face meeting at which parents are informed about the following:

- The reason for the suspension
- The period of a fixed term suspension, or, for a permanent exclusion, the fact that it is permanent.
- Parent's right to make representations about the suspension to the governing body.

- How any representations should be made and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their expense) and to bring a person of support.
- This information will be followed up in writing which the parent will receive as a letter.

Heronshaw, Heronshill and Heronsgate schools will ensure reasonable steps are taken to provide work and give feedback on this work whilst the pupil is on a fixed term suspension.

The Headteacher reserves the right to move straight to a permanent exclusion if the action of the pupil endangers the safeguarding of themselves, other pupils, school staff and property.

The Headteacher reserves the right to vary the length of an suspension dependent upon the age or stage or a pupil in line with the related procedures.

Support and Reintegration

Schools must plan for the pupil's reintegration following a suspension, including a reintegration meeting with parents/carers.

A record of support strategies used prior to the suspension should be maintained and reviewed.

Recording and Monitoring

All suspensions must be recorded accurately and monitored to ensure fair and consistent application across different pupil groups.

Governing boards should regularly review suspension data to identify any patterns or disparities.

Please also refer to the IFTL Responsible Citizens and Behaviour Core Values

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