



Cabot
Learning
Federation

Heron's
Moor
Academy
Behaviour
Policy

Cabot Learning Federation

Reviewed by/date	Dave Beesley	Mar 2025
Ratified by	Academy Council	
Next Review due:	Mar 2026	

HERONS' MOOR ACADEMY

BEHAVIOUR POLICY

RATIONALE

At Herons' Moor Academy we believe in 'Achievement For All'. We maintain that learning should be engaging and inclusive and an enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Our values as a school permeate throughout all areas of school life.

Children develop social responsibility and self-discipline through supported development. Children need to acquire certain standards of behaviour in order to achieve their full potential both within the school environment and in the world outside. Good behaviour is important as:

- It allows children and staff to focus on learning.
- It promotes politeness, good manners and mutual respect.
- It enables children and staff to develop positive relationships.
- It recognizes the awareness of the needs of others in school.

PURPOSE

1. To ensure that all children feel and are safe, secure and happy in school.
2. To enable everyone to work in school (pupils and staff) in an appropriate learning environment.
3. To enable pupils to acquire and develop self-discipline, self-esteem, tolerance, respect and consideration of others.
4. To develop children's understanding about choices in behaviour and their confidence and ability to make their own good choices.

GUIDELINES

1. This policy is reinforced and reminded to all children and staff in our assembly at the start of each term.
2. All adults in school will behave politely and respectfully towards children and act as positive role models.
3. Adults in the school will be fair, consistent and supportive.
4. Adults throughout the school will maintain firm and high expectations of acceptable behaviour.
5. Adults will be firm and clear when behaviour is unacceptable. The emphasis will be on the unacceptability of the behaviour and not the child.
6. Positive recognition of good behaviour will be consciously used by adults to prevent children choosing unacceptable behaviour as a means of seeking attention. This positive recognition will be used as a prime motivator by adults.
7. At the start of the year, each class will generate a set of class Golden Rules. They will be displayed clearly in each classroom. Children will be reminded of them regularly.
8. A house system operates across the school to promote individual responsibility, teamwork, celebrate effort and improvement.
9. All staff recognise that some children will have individual needs and staff will implement specific programs and adapt the behaviour policy as appropriate

REWARDS

Whole Academy

All staff will use rewards when appropriate to promote good behaviour.

- Stickers – class teacher, learning partners, lunchtime supervisors and Principal.
- Celebration Assembly/certificates.
- Class or group rewards
- Table/Row points. (Except Foundation Stage).
- Sharing work or sharing examples of good behaviour with other members of staff and the Principal.
- Invite the Principal to view work or to the class to praise good behaviour.
- Take good work to assembly.
- Photocopy good work to send home.
- Sharing Good News/Work with parents in Foundation stage.

- Class Points – Extra Play/Adventure on Fridays.
- The Values Cup award in Celebration Assembly.
- Hot chocolate club.
- You're a superstar cards.

KS1 and KS2

- Effort Marks (Please see House system).
- Value Marks (Please see House System).
- House Cups – Awarded once per term for effort marks and every other term for value marks. Also awarded for various competitions. The House that wins the effort marks cup is allowed to have one non-school uniform day as a reward.
- Each week, each house has a champion and a champion of the champions (for the school) is chosen.

SANCTIONS

The following list includes some types of behaviour that will incur sanctions. It is not however an exhaustive list:

- Rudeness to staff and other children
- Aggression towards others
- Disobedience
- Rough Play
- Fighting / hurting other children
- Damaging their own, others or school property

Suspension or Exclusion may be given for the following:

- Disruptive and / or dangerous behavior. Putting themselves or others in danger
- Inappropriate language
- Physical violence to staff and/or pupils
- Refusal to accept sanctions
- Persistent bullying
- Leaving school premises without permission
- Damage to property – vandalism, arson, theft (see behaviour flow chart)
- Substance abuse – tobacco, alcohol, drugs, solvents.

The behaviour of pupils outside school can be considered as grounds for suspension or exclusion. This will be a matter of judgement for the Principal in accordance with the school's published Behaviour policy.

Sanctions will normally be applied in the following sequence. However, there may be occasions when the severity of behaviour means that some stages are omitted: -

1. Reflection (KS1 and KS2) – See behaviour flow chart- (If a child attends reflection,-the parents/carers will be informed) If a child in KS1 attends reflection, their class teacher will inform their parent as soon as possible. In reflection children will reflect on their behaviour/conduct. All children will have the opportunity to talk to a member of staff during lunchtime detention to discuss their behaviour.
2. Sent to Principal/Vice Principal.
3. A warning
4. The class teacher may inform parents
5. Suspension or Exclusion (see Suspensions & Exclusions Policy)

See Appendix A for House System.

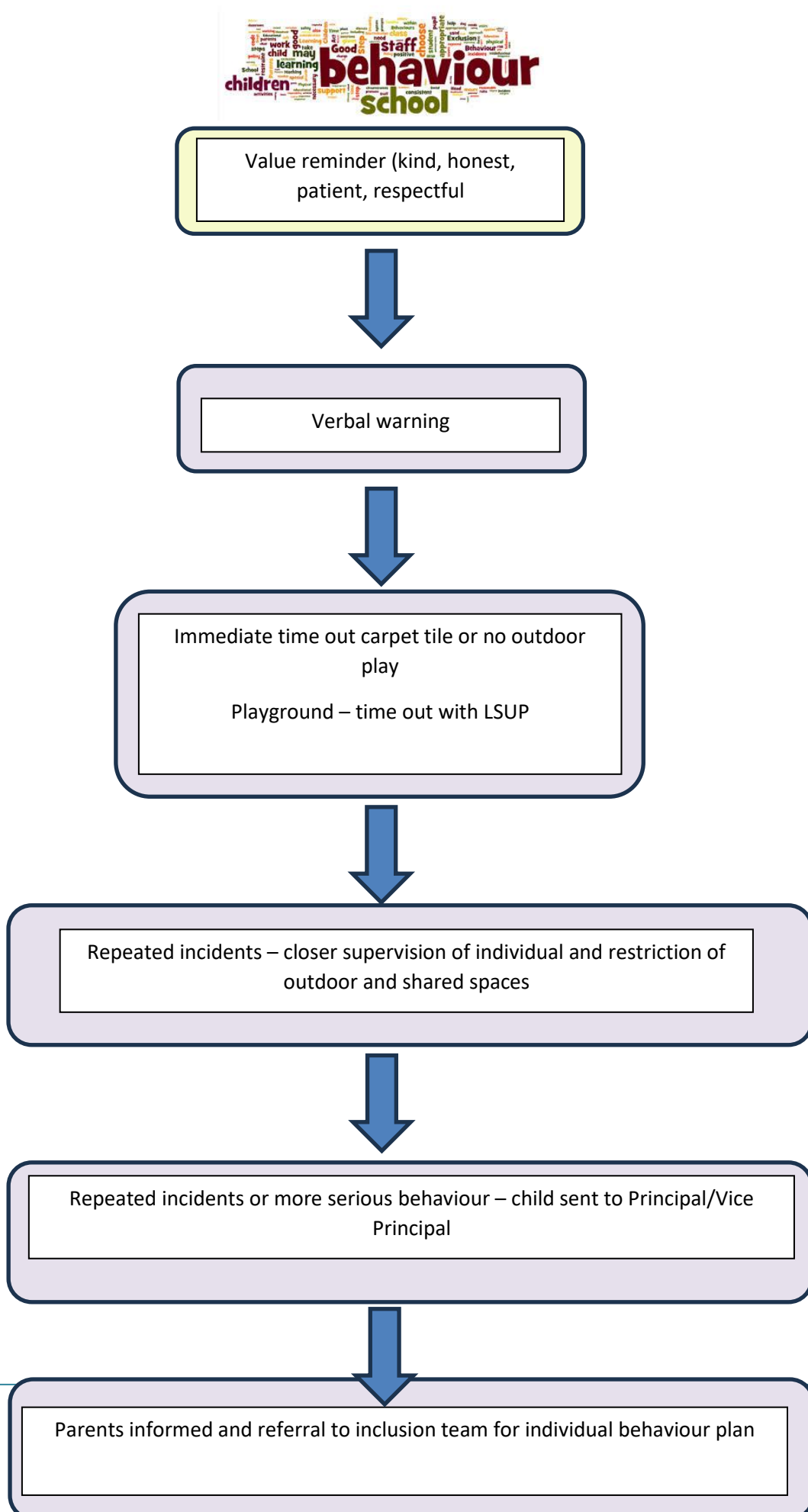
In some cases, and after persistent behaviour issues, a Behaviour Support Plan or Pastoral Support Plan will be drawn up. This will be written by the class teacher, a member of the Leadership Team and parents.

CONCLUSION

This policy supports the Academy's vision and aims.

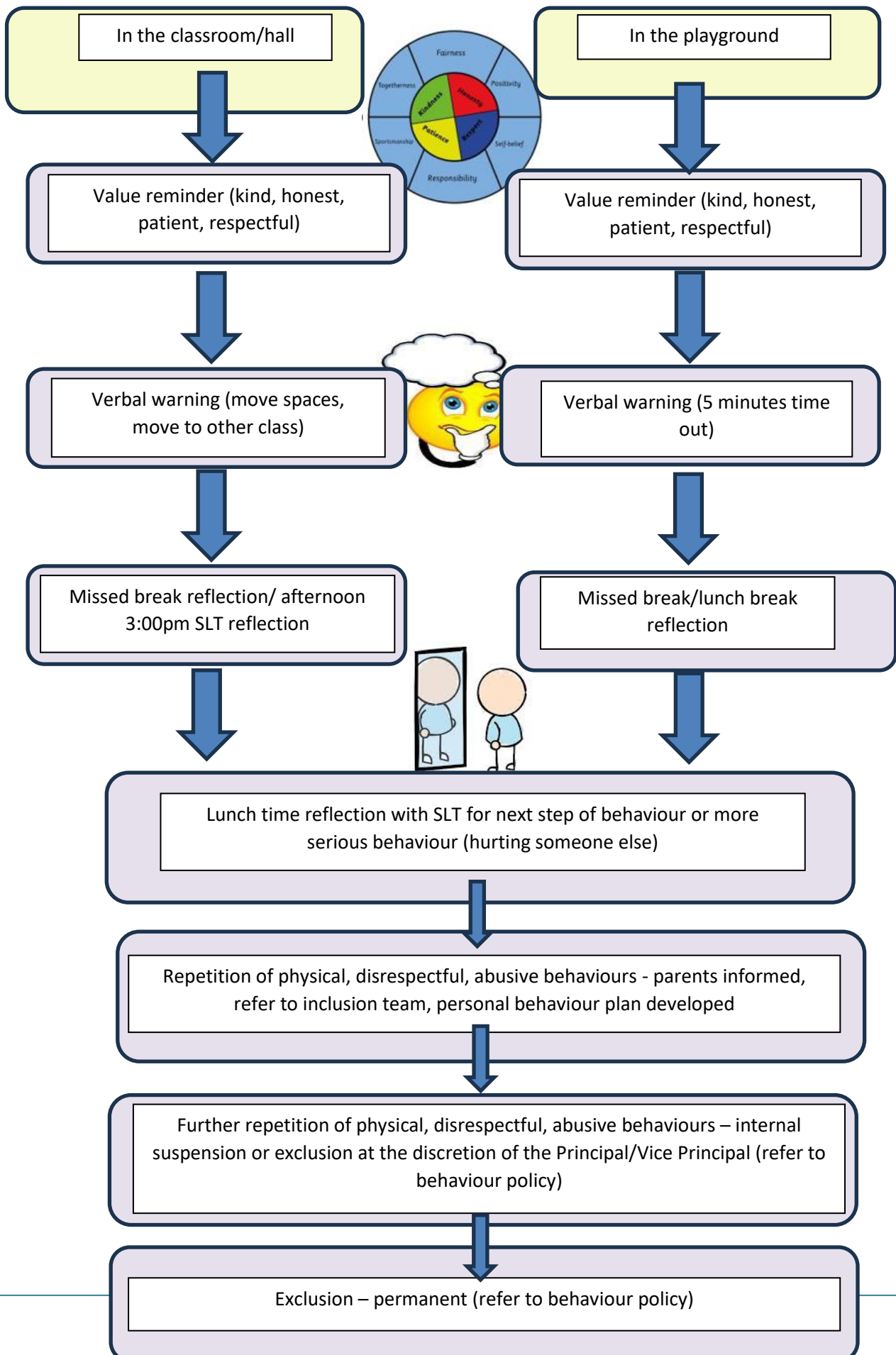
This policy will be reviewed regularly. We will involve parents as much as possible. This policy needs to be read alongside other policies, in particular, Suspensions & Exclusions, PSHE and Using Reasonable Force.

Foundation Stage Behaviour Management Flow Chart





KS1/KS2 Behaviour Flow Chart



Appendix A

House System

Across the school, we operate a House System for all children. Upon entry, children are placed in a house. It is our aim that children are placed in the same house as current and previous siblings. The house names are Puffins, Cormorants, Terns and Gulls.

Effort Marks

All forms of effort are recognised by staff awarding Effort Marks. This may include their standard of work improving in the classroom or improving in their attitude towards learning. For example, a child may receive an effort mark for showing they have learnt something new in Maths or contributing positively to a class discussion.

The marks will either be written in their exercise books or given verbally. The class teacher records their effort marks on a central record.

Value Marks

If a child demonstrates the values that underpin being a 'Herons' Moor Citizen', recognition will be by the award of a value mark. Also, if a child earns 5 or more effort marks in one week, they will earn a value mark.

House Assembly.

Every Tuesday, a house assembly is held where the totals (effort marks and conduct marks) for each house are shared with all, and achievements are celebrated.



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