

2026/2027

Behaviour for Learning Policy

PRIMARY



SINCE 1973

Updated by:

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Head of Primary School

Aims

Within our school, we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, safe and motivated to learn. We believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

This policy should be read alongside the Whole School Behaviour for Learning Policy, which provides the school's overarching behaviour framework. This Primary policy provides further age-appropriate detail on the systems and procedures used within the Primary phase.

Everyone in our school has rights and responsibilities to ensure that the school is a secure place to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and exciting school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school which is supported by the parents and community.
- Parents and carers have the right to feel welcome and to know that their children learn in a friendly, secure and happy place.

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. When the children are following the school/classroom rules and behave in an appropriate way, they will be praised and rewarded for their efforts. Our expectation is that everyone in the school community aims to show positive behaviour at all times.

The school rules are on display in every classroom. Class teachers discuss the school rules and create individual classroom rules with the children at the start of every academic year. The rules are referred to regularly in assemblies and throughout the school day.

All Morna primary classrooms have a "traffic light award" system. The children start each day on a green card, Yellow is a warning and red is a final warning to pupils to change their behaviour. Pupils who have displayed more challenging behaviour and have been issued with three red cards by a Friday lunchtime will take part in a lunchtime reflection time with the Head of Primary.

This system means:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- Teachers integrate a system within the daily teaching in order to promote positive behaviour and effective behaviour management skills.
- There is a consistent approach across the school that can be used by all staff.

The traffic light system allows the teachers to redirect a child's negative behaviour. If a teacher decides to give a pupil a Yellow or red card, they must be clear with the pupil their reasons for doing so and what the pupil can do to change this. Teachers should always help guide pupils to make the right choices to move their card back to green over the course of the day. If the children are in a Spanish lesson, PE or a streamed group, they should turn their card, if necessary, on return to their base class and NOT in the middle of a lesson.

If behaviour has been persistently negative during the school week or a pupil has been given a red card on three separate occasions, the pupil is added to the reflection time list. The Head of Primary will collect the names of these pupils from the teachers and the children should report to the library at the start of lunchtime, therefore losing that part of their playtime. This is a chance for them to discuss and reflect on their negative behaviour and come up with positive strategies to avoid being in the same situation again in the future. To support the pupils during this time, the "reflection form" is used and once complete is filed by the Head of Primary in the behaviour file. A record of "reflections" will also be kept in the child's file on iSAMS.

Parents will have been informed by the class teacher of the red cards and reflection time.

If pupils continue to make the wrong choice about their behaviour, the Head of Primary will:

1. Discuss the situation with staff who will discuss the situation directly with the parents.
2. Organise a parent meeting with the class teacher present. The parents/carer will be informed of the situation and steps required for improvement. This may include reviewing and developing pupil targets or developing an individual behaviour plan.
3. The Head of Primary will inform the Head Teacher of the outcome of the meeting. A record of the meeting will be kept in the pupil's file on iSAMS.

Whilst the school aims for a consistent approach in delivering consequences, at times the context and severity of an incident will have to be taken into account when delivering further sanctions.

Exclusion

We do not want to exclude any child from school, but in serious or persistent cases this may be necessary.

In Primary, decisions to suspend a pupil are reserved to the Head Teacher. Any decision to permanently exclude a pupil must follow the authority and decision-making arrangements set out in the Whole School Behaviour for Learning Policy.

Praise is the most powerful form of influencing children's behaviour.

In addition to the traffic light system, teachers have the autonomy to establish their own in-class reward systems. These can include sticker charts (for teams or individuals), happy faces, stars, jars of marbles etc. Exceptional behaviour can be rewarded in

assembly by the presentation of a certificate, the chance to show off work to another class or teacher, extra playtime, golden time, a note home to parents or house points.

House Points

Every pupil in Years 1-6 is a member of a house named after islands off the coast of Ibiza.

Conejera: Yellow

Es Palmador: Red

Tagomago: Green

Each pupil is encouraged to earn house points by following the school rules and by demonstrating positive behaviour both in class as well as on the playground. These points are awarded in token form corresponding to the house colours. When awarded a house point token, the children can post them into their corresponding house box which is displayed inside the school office. Here the children can see their house points accumulate over the school year. Teachers have a limit of approximately 15 house point tokens “to spend” every week.

At the end of the academic year, the winning house receives a special treat and party. They are also presented with a trophy in honour of their success during Speech Day.

Policy Control

Policy Title	Primary Behaviour for Learning Policy 2026/2027
Policy Owner	Head of Primary / Assistant Head of Primary
Responsible Officers	Head of Primary / Assistant Head of Primary / Primary teaching staff
Applies to	All students in Years 1–6 and all staff working within the Primary phase at Morna International College
Approved By	Head Teacher
Academic Year	2026/2027
Review Frequency	At least annually and sooner following a serious incident, safeguarding learning, significant legal or procedural change, or evidence that the arrangements are not operating effectively
Date Approved	16 th September 2026
Version	2.0
Review Date	16 th September 2027