

		Title		Behaviour Policy	
		Date		17.06.26	
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		Reviewed by		Full Governing Board	
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Version 2.0		Next Review Date		June 2027	
Version History					
1.0	Original Document	2.0	Format changes, numbered sections, Policy Summary		

Policy Summary

At Ladycross Infant School, our behaviour approach is rooted in consistency, compassion and high expectations. We recognise that:

- All behaviour is a form of communication.
- Children need adults who model calm, respectful and predictable behaviour.
- Relationships and routines are at the heart of a successful school culture.
- Early intervention and personalised support help every child to succeed.

“A school’s culture is strongest when all staff uphold the school’s behaviour policy and practice with consistency and kindness.”

— DfE, *Behaviour in Schools*, 2022

We are proud to foster a warm, inclusive and reflective school environment, where every child feels safe, valued, and ready to learn. Our policy supports all children to grow into resilient, empathetic individuals who understand their emotions, take responsibility for their choices, and contribute positively to their community.

“All behaviour is a form of communication.”

1.0 Rationale

At Ladycross Infant School, we believe that behaviour development is an integral part of every child’s learning journey. Positive behaviour management is central to creating a school environment where every child can thrive. We understand that behaviour in our young people can be a form of communication.

“Pupils will not always be able to articulate their distress or explain what is affecting their behaviour. Understanding the underlying issues that impact behaviour is crucial to providing effective support.”

— DfE, *Mental Health and Behaviour in Schools*, 2018

Our behaviour approach is based on the understanding that:

- Some behaviours are a form of communication, often driven by emotion, environment or unmet need.
- Every child has the right to learn in a safe, calm and supportive school.
- All staff consistently model and promote positive behaviour.
- Firm boundaries, warmth, and a focus on relationships are key to effective behaviour support.
- We actively promote emotional literacy, resilience, and empathy.
- So that children learn best we aim to make expectations clear and consistent. Mistakes are viewed as learning opportunities.

1.1 Our Behaviour Ethos

We aim to create a positive culture that reflects our values and supports every child's ability to:

- Develop a strong sense of self and empathy for others.
- Learn how to manage emotions, resolve conflict and repair relationships.
- Understand the difference between right and wrong.
- Make choices that help them succeed personally, socially and academically.

“High standards of behaviour support effective learning, and promote good relationships.”

— DfE, *Behaviour in Schools*, 2022

1.2 Whole-School Expectations

Ladycross Infant School has three simple, clear rules, used across the school:

1. **We are ready**
2. **We are respectful**
3. **We are safe**

These rules are reinforced in classrooms, corridors, and playgrounds through modelling, visual cues, and shared language.

1.3 Supporting Positive Behaviour

We focus on **proactive strategies** that support self-regulation and help children make positive choices. These include:

- Emotion coaching
- Regular circle times and the PSHRE curriculum
- Modelling calm and respectful communication
- Use of praise, class dojo, and celebration assemblies
- Mindful activities and sensory breaks where needed
- Embedding British Values

As advised by the DfE:

“Teaching positive behaviour should be part of a planned and sequenced curriculum.”

— DfE, *Behaviour in Schools*, 2022

We recognise that some children will need more support than others to meet expectations. This is not about lowering expectations, but about removing barriers and providing the right help at the right time.

1.4 Consistency and Relationships

Adults at Ladycross commit to consistent routines, clear expectations, and positive reinforcement. We follow three key adult behaviours:

- **Wonderful Walking** – calm, confident, and safe movement around school
- **alm Voices** – always speaking with control, warmth and respect, even when providing correction
- **Take-Up Time** – giving children time and space to respond positively and make good choices

This consistency reduces anxiety and builds trust. As noted by the DfE:

“Predictable routines, calm environments and consistent adult behaviour are key to success.”

— DfE, *Behaviour in Schools*, 2022

2.0 Rewards and Consequences

2.1 Recognising Positive Behaviour

At Ladycross, we believe children thrive when their efforts are noticed, valued, and celebrated. Our approach ensures pupils are consistently recognised for their positive choices, engagement in learning, and contribution to our school community.

We use **instant, meaningful feedback** to reinforce expectations and help children feel proud of their achievements. This is central to our ethos:

“Positive reinforcement is more effective than punishment in motivating pupils to meet behavioural expectations.”

— DfE, *Behaviour in Schools*, 2022

Our Recognition Strategies Include:

- **Verbal Praise:** Specific, immediate praise for behaviour that aligns with school values (e.g. “I noticed you were kind when…”).
- **Non-Verbal Signals:** Smiles, thumbs-up, and eye contact to reinforce expected behaviour.
- **Class Dojo:** Points are awarded consistently across school for actions such as “marvellous manners,” “wonderful walking,” or “helping others.” Parents/carers can also view these points and celebrate with their child.
- **Sticker Charts & Dot System:** Pupils receive coloured dots to reflect different areas of achievement:
 - Green: Learning Behaviour

- Blue: Best Work
- Yellow: Role Model
- Red: Attendance
- **The Ladycross Dot Stop:** When a child fills their sticker chart, they visit the Dot Stop to receive a reward and recognition.
- **Celebration Assembly:** Every Friday, each class nominates:
 - A Growth Mindset Champion
 - A Class Role Model
 These pupils receive certificates and attend “**Pop & Choc Friday**” for a fun reward and time with SLT.

We also encourage children to bring in and celebrate their **out-of-school achievements**, helping to develop a **sense of pride and belonging**.

2.2 Addressing Negative Behaviour

All behaviour can be a form of communication. When children display challenging behaviour, our focus is on understanding the cause, supporting the child, and teaching strategies for future success.

“The best responses to challenging behaviour are underpinned by a strong understanding of what the behaviour communicates.”

— DfE, *Mental Health and Behaviour in Schools*, 2018

Our Approach:

- Calm, quiet correction (never public shaming)
- Giving ‘thinking’ time and space to help a child reflect
- Emotion coaching and restorative discussion
- Clear, consistent responses applied by all adults

Consequences are always:

- Proportionate
- Explained clearly
- Focused on **what to do differently**
- Followed by praise when improvements are made

Examples of Responses:

- A gentle reminder or prompt
- Restorative conversation
- Reflection time with a trusted adult
- Parent/carers informed at end of day
- Use of a behaviour log (low-level behaviours tracked for patterns)

Where more support is needed:

- An **Individual Behaviour Plan** may be created
- Regular reviews involving parents/carers
- Support from SLT or SENDCo
- Involvement of external agencies when appropriate (e.g., CAMHS, MAT)

We believe that **“every pupil should be supported to achieve the behaviour standards, and pupils with additional needs should receive support to reach those standards.”**

— DfE, *Behaviour in Schools*, 2022

2.3 Serious Behaviour Incidents

In rare cases where behaviour presents a **risk to safety**, is **persistently disruptive**, or involves **deliberate harm**, the following steps may be taken:

- Internal exclusion or withdrawal from class
- Behaviour Plan reviewed and shared with parents
- Referral to outside agencies (e.g., Behaviour Support, Educational Psychology)
- Fixed-Term Suspension (recorded with the Local Authority)
- In exceptional circumstances, **Permanent Exclusion** may be considered, in line with national guidance

All serious incidents are logged in our MIS (Arbor) for monitoring and analysis. Staff complete a DCC Assault Form for any instance of verbal or physical aggression toward an adult.

“All pupils should be able to learn in an environment where they feel safe and supported. Serious misbehaviour should be addressed calmly, fairly and proportionately.”

— DfE, *Behaviour in Schools*, 2022

3.0 Intervention and SEND Support

At Ladycross, we understand that some children need additional support to meet behaviour expectations. Our approach is rooted in empathy, early identification and partnership with parents and outside agencies.

Some children may need adaptations to the usual approaches to behaviour management suggested in this policy. This may include personal reward systems, time out of the class, alternative playtime arrangements.

“Some children will need additional support to reach the high expectations for behaviour. This includes pupils with special educational needs and disabilities.”

— DfE, *Behaviour in Schools*, 2022

We are committed to **removing barriers** to success and tailoring support to the child’s individual needs.

3.1 Early Identification

Negative behaviour may be the result of:

- Emotional dysregulation
- Anxiety, trauma or attachment difficulties
- Communication and language challenges
- Low self-esteem or underdeveloped social skills

- Specific learning needs or undiagnosed SEND

“Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. However, where there are concerns, there should be an assessment to determine whether there are any underlying needs.”

— SEND Code of Practice, 2015

When concerning patterns of behaviour emerge, staff will:

- Record observations
- Speak to the child and parents/carers
- Involve the SENDCo as appropriate
- Agree a plan of support

3.2 Targeted Intervention

Depending on the needs of the child, we may implement:

- **Small group or 1:1 sessions** to develop social skills or emotional regulation
- **Nurture provision** for longer-term relational support
- **Individual Behaviour Plans** with clear goals, strategies and rewards
- **Social stories**, visual timetables or sensory breaks
- **Circle Time** or restorative group work

These interventions are designed to help the child **reflect, regulate and rebuild relationships**, while maintaining access to learning.

3.3 SEND and Behaviour

Some pupils may have **behaviour-related targets** on their Individual Education Plan (IEP). These plans are reviewed regularly with parents/carers and involve input from all staff working with the child.

“Reasonable adjustments should be made to ensure that all pupils can meet behaviour expectations.”

— DfE, *Behaviour in Schools*, 2022

In line with the **SEND Code of Practice (2015)**, we ensure that:

- Behaviour support is inclusive, flexible and child-centred
- Pupils are never punished for behaviour related to unmet needs
- All staff understand the child’s plan and apply it consistently
- The pupil voice is valued and heard

If behaviour continues to be a barrier to learning, further assessments or referrals may be made (e.g., Educational Psychologist, CAMHS, Speech and Language, Holbrook Centre for Autism).

4.0 Working with Families

We work in genuine partnership with families to ensure consistency between home and school.

Parents can support by:

- Communicating openly with school
- Attending behaviour review meetings
- Supporting behaviour targets at home
- Sharing any changes that might impact their child's behaviour

We may also refer families to local services, such as:

- Multi-Agency Team (MAT)
- Healthy Families Team
- Early Help
- Parenting workshops or support programmes

“A school's culture should value and promote partnership with parents, and parents should be involved in discussions about their child's behaviour from the earliest concerns.”

— DfE, *Behaviour in Schools*, 2022

Policy Links

This Behaviour Policy works alongside and is supported by the following Ladycross policies:

- **Child Protection and Safeguarding**
- **Special Educational Needs and Disabilities (SEND)**
- **PSHE and Citizenship**
- **Anti-Bullying**
- **RSE (Relationships and Sex Education)**
- **Confidentiality Policy**
- **Safer Working Practices**

Key Contacts

- **Head Teacher:** Kathryn McKinley
- **SENDCo:** Ruth Robertson
- **Behaviour Lead:** Nicola Hooley (NPQLBC)

For any concerns related to your child's behaviour, emotional well-being or special educational needs, please contact the school office in the first instance, who will direct your enquiry to the appropriate member of staff.