



DOGSTHORPE INFANT SCHOOL

Behaviour Policy

Ratified by: Standards Committee

Date: 23rd March 2026

Minute: 10

Review: Every 2 years

Welcome to our school family where children are...

-  inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.
-  nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.
-  little stars who deserve to shine.

Policy Overview.

What is the policy for?	This policy is for all members of the Dogsthorpe Infant School family to ensure that there is a common and consistent understanding of what we expect from our children and staff.
Who has devised and contributed to this policy?	This policy has been devised by the school's 'Step On' tutors in consultation with staff.
How will this policy be communicated?	The policy is available on the school website and a copy is available from the school office. The Whole School Recipe is displayed around school and in each classroom.
How will this policy be monitored?	Governors will monitor this policy through the half-termly Headteacher reports and through Governor visits/days.
Which other policies are linked to this policy?	All Safeguarding policies, with specific links to Anti-bullying. Home School Agreement and Code of Conduct.

Our Vision and Values.

Welcome to our school family where all our children, regardless of differences, are...



inspired to dream and start to become independent, confident and inquisitive life-long learners.



nurtured, valued and respected, and taught self-belief, in a happy, safe, learning community.



little stars who know they can shine!

Our Values will make us SHINE!

Succeed - determination, perseverance, ambition

Happy - confidence, empathy, respect

Independence - resilience, responsibility

Nurture - kindness, co-operation

Enthusiastic - curiosity, imagination, motivation

1. Aims of the policy

At our school we aspire for every member of the school family to feel valued and respected, and that every person is treated fairly and well. We achieve this through our vision and values, our explicit teaching of our behaviour curriculum and this policy.

Our policy aims to:

- Provide a whole school consistent therapeutic approach to behaviour management and outline how pupils are expected to behave.
- Develop a policy and curriculum, supported and followed by all stakeholders, based on a sense of community and shared values.
- Foster a caring, family atmosphere in which teaching and learning can take place in a calm and happy environment.
- Outline our system of logical consequences.
- Resolve behavioural issues in a caring and sympathetic way.
- Summarise the roles and responsibilities of different people within the school community.

Every school relies on its members behaving in certain ways to achieve its purpose. Our school's central purpose is concerned with children's learning, their overall well-being and how we can enable everyone to 'Dream, Believe, Shine'.

'You can't teach children to behave better by making them feel worse. When children feel better, they behave better.'

Pam Leo

2. Legislation and statutory requirements

This policy is based on advice from the DfE on:

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

[Equality Act 2010: guidance - GOV.UK](#)

[Use of reasonable force and other restrictive interventions guidance](#)

[Supporting pupils at school with medical conditions](#)

[Keeping children safe in education 2025](#)

[SEND Code of Practice January 2015.pdf](#)

3. Definitions

Behaviour: The way in which one acts or conducts oneself, or responds to a particular situation or stimulus, especially towards others.

Resilience: Having enough prosocial feelings to counter those antisocial ones, to allow an individual to cope and thrive.

Through our Behaviour Curriculum, we teach ‘The Three Bees’:

BE READY - waiting and prepared

BE SAFE - feeling confident that I am protected

BE RESPECTFUL - treating others how I want to be treated

Emotion coaching: a relational approach that helps individuals understand and manage their feelings by validating emotions, teaching emotional literacy, and guiding them toward healthy coping strategies, turning moments of distress into opportunities for connection, learning, and building self-regulation skills.

Dangerous behaviour: behaviour that will imminently result in injury to self or others; damage to property or behaviour that would be considered criminal if that person was of an age of criminal responsibility, such as racist abuse. Such behaviour, if tolerated on a regular basis, can lead to harassment, alarm and distress in others.

Difficult behaviour: antisocial behaviour, but not dangerous.

4. Roles & Responsibilities

The local governing body (LGB)

The LGB is responsible for monitoring this behaviour policy’s effectiveness and holding the Head of School to account for its implementation.

The Headteacher & Deputy Headteacher

The Head and Deputy are responsible for reviewing and approving this behaviour policy. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on the appropriate forms

The senior leadership team will support staff in responding to behaviour incidents.

Parent/carers

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school recipe with their child, emphasising that they support the recipe.

Attending Parents' Evenings and parent events and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Parent/carers are expected to:

- Reinforce and support their child in adhering to the school recipe
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Children

All children are expected to:

- **BE READY, BE SAFE and BE RESPECTFUL** at all times.
- Follow our school recipe:

Our Recipe for a FANTASTIC school!

We will have kind hands and feet.

We will say kind words to each other.

We will use our manners.

We will listen to all adults in school.

We will look after our school.

We will sit quietly and show we are ready to learn.

We will always have a go and try our best in everything we do.

We will move around school calmly and quietly.

5. Our approach.

At Dogsthorpe Infant School, we want all children to be able to regulate their emotions and the behaviours that communicate these, with growing independence. Children may require the scaffolding and modelling of successful self-regulation strategies from those around them. Children will be listened to, treated with mutual respect and their social, emotional and mental health needs considered through a consistent and embedded approach.

The vast majority of children will be supported by this inclusive policy. However, some children will require individualised plans to support their needs.

6. Logical Consequences

To create change, we need to understand, not simply suppress, behaviours. Antisocial behaviours may not be excusable but can often be explained. There must be no sense of hopelessness and inevitable failure.

A logical consequence for a child is a **calm, respectful outcome** directly linked to their behaviour, teaching them **cause-and-effect** and responsibility. For example, if the child disrupts learning in his or her maths lesson, then there is a loss of free time to make up the maths learning lost; antisocial behaviour playing football results in loss of freedom to play football until that freedom can be confidently returned. Likewise, logical consequences are also positive, completing a set task can lead to additional Play2Learn time.

With difficult behaviour, freedoms may be removed temporarily, while a child is given support to learn and rehearse how to regain the freedoms.

Logical consequences in response to positive behaviour:

- Positive acknowledgement
- Praise pad certificates
- Becoming a Bee Ambassador
- Messages home to parents/carers
- Celebrating success in half-termly 'What have you done this half-term to make you feel proud?' Shine Times
- Special responsibilities/privileges

Logical consequences in response to unacceptable behaviour:

- Verbal reprimand
- Missing Play2Learn time
- Missing playtime/lunchtime (no more than 5 mins playtime/10 mins lunchtime)
- Time-out within classroom
- Time-out in another class (no more than 10 mins)
- Withdrawing the child out of class
- Expecting work to be completed at playtime or lunchtime
- Reflection at lunchtime
- Referring the child to a member of SLT
- Messages or phone calls home to parents/carers
- Meeting with parents/carers
- Removal of a specific resource (e.g. Lego, iPad) whilst child is given support to recognise the behaviour which led to this
- Cleaning/tidying up any mess made
- Internal seclusion
- Suspension
- Permanent exclusion

Timetable Variation, Seclusion and Exclusion

In consultation with relevant staff members and parents/carers, the following actions may be taken by the Headteacher and/or Deputy Headteacher:

- Internal seclusions beyond the loss of a lunchtime (learning outside of the classroom) will be used, if children need to make up learning lost through antisocial behaviour.

- Fixed term exclusions may be necessary if the behaviour of a child is dangerous to themselves or others, to allow time to put systems in place to ensure that they can return to school safely.
- Temporary timetable variations (alternative lunch times to peers; reduced hours; alternative working arrangements) may be used to provide the child with support systems that encourage the development of prosocial feelings and behaviours to the point of safe return of freedoms and/or return to the classroom.
- Alternative provision and permanent exclusions remain an option when the antisocial behaviour needs of the child are such that they cannot be met by the school, given the resources and expertise available. We know that statistically exclusions can reduce life chances, so this is something that would be done as a last resort; in line with government and local authority guidance and in liaison with parents.

A Restorative Approach

Conversations and exploration will help to bring about positive and sustained change. This can be between the involved parties and facilitated by an adult. Time should be allowed, if there is a conflict or incident, for the child to reflect, repair and restore, following these steps:

Step	Questions
Focus on the harm that has been done.	<ul style="list-style-type: none"> - What happened? Tell the story. - Who has been affected? How?
Consider how the harm can be repaired.	<ul style="list-style-type: none"> - How can we put this right? How can we make this better for you/...? - What would you like to happen next?
Look at the experiences, feelings and needs of those involved.	<ul style="list-style-type: none"> - What were the people involved thinking and feeling at the time?
Plan to ensure conflict is less likely to happen in the future.	<ul style="list-style-type: none"> - What have we learnt so as to make a different choice next time? - What do you think needs to happen to makes things okay again? - How can we make it okay for you to be in that situation again?

Additional differentiated strategies such as circle times, emotion coaching, support from Child Wellbeing Champion, role-play and social stories may also be appropriate.

7. Behaviour Management

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

Routines

Routine	Steps
Lining up	Children line up in register order, one group at a time or according to their partner number. EYFS & Year 1 in pairs. Year 2 single file.
Teach input	Children sit on all whiteboards, pens and board rubbers. Children sit with their legs crossed and hands on laps
Talk Partners	Children turn and face their talk partner, make eye contact and take turns to listen/share ideas. Talking is quiet, children listen to each other.

Attention grabber	All children to stop and face the adult. Resources are down and fingers are in the air, voices are off and ears are listening
Class transitions	Children transition one group at a time, calm walking and no talking. Chairs to be tucked under the table.
Entering a classroom	Children wait in their class order line on one side of the corridor, arms are by sides and feet are together like statues (see above- lining up). Children do not enter a classroom if there is not an adult there. They wait to be told to enter. Children walk in calmly and sit on the carpet/at tables. If a child/group of children have been outside the classroom (e.g. Interventions), children calmly walk in without talking and sit down. The teacher will acknowledge their arrival and explain what they need to do when appropriate. If the child has been asked to collect another child to leave the classroom, they will do this by walking up to the child needed and whispering the instruction.
Shine Time	Children walk into Shine Time without talking and sit cross legged, hands in laps in their class lines. All children are quiet and respectful during quiet time. Walking in and out of the hall is silent.
Play time	Children line up in class order and walk through the corridors calmly and without talking (see above - lining up). Children only enter the school without an adult for a drink or if they need the toilet. When first whistle is blown, all children to stop moving and talking. Second whistle, resources to be picked up and put away and children calmly walk to their class lines. Children line up in class order and show that they are ready before entering the school.
Lunch time: Dining Hall	Children line up in lunch order and walk through the corridors into the dining hall calmly and without talking (see above - lining up). Children use cutlery to eat, good manners (please and thank you), mouths are closed when chewing, food remains on the plate, quiet voices for talking. When they have finished, children should line up at the trolley and independently sort their cup, cutlery, tray and dispose of any leftovers.
Lunch time: Playground	After eating, children walk to collect coat and walk outside. Children only enter the school without an adult for a drink or if they need the toilet. When first whistle is blown, all children to stop moving and talking. Second whistle, year groups chosen to calmly walk to their class lines. Children line up in class order and show that they are ready before entering the school.
Emergency lining up to leave the class	Children line up towards the door directed by class teacher, calmly and silently. They listen ready for the class adult's instruction.

Recording & Reporting

Incident Logs: if a child is displaying anti-social behaviour on a regular basis, the classroom team will be given an 'Incident Logs' folder to record incidents in. These documents should be reviewed regularly by the class teacher with the Learning and Teaching Manager at least once a month. SLT will also review these documents. By analysing incidents on a frequent basis, triggers can be identified and strategies to support these times can be developed.

Critical Incident form ('white form'): any dangerous behaviour should be recorded on a Critical Incident form which is given to the Headteacher (or the Deputy, in her absence). The form must detail the incident and, where possible, include information about any behaviours/triggers leading up to the incident. It is likely that some incidents of 'difficult behaviour' may need to be recorded on this form rather than in the incident log. The Headteacher signs the form to confirm that the Behaviour Policy has been followed and state any future actions required.

If there is a change in a child's behaviour resulting in an increased number of incidents or if there are frequent incidents within a short time period, the teacher will meet with the Steps tutor to discuss classroom strategies and, if appropriate, use relevant Steps assessments. **We cannot continue using the same approach if it is not working, our practice needs to be reviewed.**

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Have a Class Community display which celebrates the class's successes.
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines in line with the Behaviour Curriculum
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- When necessary, seek support and advice from their Learning and Teaching Manager, the SENDCO, Child Wellbeing Champion or Therapeutic Thinking tutor.

Individual Plans & Support

Children who are struggling to adhere to the culture of the school will need additional support. This can be:

- Access to our nurture group - HUB SQUAD
- 1:1 sessions with our Child Wellbeing Champion
- Social stories
- Individual incident log to track behaviour
- Small group PSHE/Behaviour Curriculum interventions

For these children, a SEMH One Page Profile which includes a risk assessment, will be developed by the Therapeutic Thinking tutors and the classroom team. Further analysis tools such as 'Early Prognosis' may also be completed.

Using red disks

If an incident requires a red disk to be used, **this MUST happen straightaway**, regardless of the time of day (i.e. even if it is the end of playtime/lunchtime).

There are different ways to call for this support:

- Send a sensible child with the disk to the nearest classroom/office.

- If you are on the back playground, seek support from the Deputy Headteacher in the first instance or call the office using the phone outside of DHT office. This will ensure you get a quick response.
- Call to a neighbouring classroom so an adult in that room can call for support.

When you request red disk support, you will be asked the reason. It is important details are clear and specific (i.e. 'x has kicked an adult on the leg' **NOT** 'x is kicking off')

Unless you can maintain visual contact, it is not good practice to leave one adult alone in the classroom/area whilst you request red disk support.

Positive Handling & Physical Intervention

- When physical intervention is deemed necessary, the underlying principle is **safety not destination**. It is used to support the movement of the child to a place of safety from a dangerous situation where they or others are at risk of being hurt.
- The child should be supported to move to the nearest safe place by being guided by 1 or 2 adults. Adults should use 'open mitten' hand positions. They must not drag a child by their limbs.
- As soon as the child is away from the unsafe situation, physical intervention must stop. Any physical intervention linked to safety should be recorded on an incident form.
- Never seclude to a closed space on your own.
- If physical intervention is deemed necessary, a red disk must be used to inform SLT and request support. SLT must be informed that physical intervention has been used and why it was required. This must also be recorded on the Critical Incident Form.
- **Restrictive Physical Intervention** should be used for the minimum amount of time and only if all other options have been considered in an emergency situation involving dangerous behaviour that is unforeseen. **Only the Headteacher and Deputy Headteacher should use this level of intervention.**
- When considering the use of physical intervention or restrictive physical intervention there are three components that can be judged as wrong:
 - A negative impact on the process of breathing
 - Pain as a direct result of the technique
 - A sense of violation

All incidents where physical intervention has been used MUST be recorded and parents/carers MUST be informed.

Summary of expectations

Behaviour we are seeing	Lead personnel	Immediate 'here and now' strategy	Follow up actions for over time change (Next steps)
<ul style="list-style-type: none"> • Hurting an adult. • DELIBERATELY hurting another child. • Highly dysregulated child e.g. uncontrollable intense emotional outburst, impulsive actions, aggression <p style="color: red; font-weight: bold; margin-top: 10px;">CALL FOR RED DISK SUPPORT</p> <p>NB. In the event, that you do not have a 2nd adult to call for support, please send a sensible child to the nearest classroom/office with the red disk or to ask for "Emergency help".</p>	SLT	<ul style="list-style-type: none"> • Emotion Coaching • Removal from class (or, if safer, remove rest of class) • Time-out with member of SLT • Loss of playtime/lunchtime. • Restorative conversation including use of a social story. <p>If behaviour continues and we cannot regulate the child or the behaviour is extreme:</p> <ul style="list-style-type: none"> • Internal seclusion • Suspension 	<p>Discuss with PAWSS team.</p> <p>Arrange access to Child Wellbeing sessions and/or nurture group.</p> <p>Meeting with parents/carers.</p> <p>If this level of behaviour becomes frequent, consider RTT, Behaviour Panel Referral, LASS etc.</p> <p>SEMH OPP & risk assessment.</p> <p>Permanent exclusion will only be considered when all support and options have been exhausted.</p>
<ul style="list-style-type: none"> • Persistent low-level disruption which is impacting on the learning of others. • Racism • Homophobic language • Throwing resources around the room. 	Learning & Teaching Manager	<ul style="list-style-type: none"> • Verbal reprimand • Emotion Coaching • Removal from class (or, if safer, remove rest of class) • Time-out with another member of SLT. • Expecting work to be completed at playtime or lunchtime. • Reflection at playtime/lunchtime. • Clearing up any mess made. • Restorative conversation including use of a social story. 	<p>Social story.</p> <p>Removal of a specific resource (e.g. Lego, iPad) whilst child is given support to recognise the behaviour which led to this.</p> <p>Discuss with PAWSS team.</p> <p>Arrange access to Child Wellbeing sessions and/or nurture group.</p> <p>Messages or phone calls home to parents/carers.</p> <p>Request an 'Incident logs' folder to track patterns in behaviour.</p> <p>SEMH OPP & risk assessment.</p>

<ul style="list-style-type: none"> • Low-level disruption including: <ul style="list-style-type: none"> ○ Calling out/chatting ○ Shouting ○ Leaving the classroom (use orange disk to seek support of another adult to follow child if you do not have a TA) ○ Work refusal ○ Disrespectful towards peers/adults ○ Disregard of adult instructions ○ Disregard of school recipe • Swearing • Spitting • Damaging resources • Climbing (if becoming dangerous, call for assistance) 	<p>Teacher/TA/MDS</p>	<ul style="list-style-type: none"> • Verbal reprimand • Emotion Coaching • Expecting work to be completed at playtime or lunchtime. • Reflection at playtime/lunchtime. • Clearing up any mess made. • Restorative conversation including use of a social story. 	<p>Removal of a specific resource (e.g. Lego, iPad) whilst child is given support to recognise the behaviour which led to this.</p> <p>Discussion with L&T Manager and/or SENDCO.</p> <p>SEMH OPP & risk assessment.</p>
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