



## **Behaviour Support Policy**

Consistency Rooted in Kindness  
Ready, Respectful, and Safe

At Race Leys Infant School, we are committed to fostering an environment where positive behaviour supports productive learning. Our policy is rooted in attachment theory's 4 S's: **Safe, Seen, Soothed, and Secure**. This ensures that every child feels valued, supported, and able to thrive.

## **Legal Framework & Guidance**

This policy aligns with statutory guidance, including:

- *Behaviour in Schools (DfE, 2022)*
- *Keeping Children Safe in Education (DfE, 2025)*
- *The Equality Act 2010*
- *Special Educational Needs and Disability (SEND) Code of Practice (2015)*

## **Intent**

Our behaviour support policy aims to:

- Establish high behaviour standards to enable effective learning.
- Promote a consistent and fair approach understood by all.
- Ensure all children feel respected, valued, and safe.
- Recognise and celebrate positive behaviour.
- Build strong relationships that support emotional well-being.

## **Implementation**

### **Creating a Positive Learning Environment**

- Staff consistently model **Ready, Respectful, and Safe** behaviour.
- Clear expectations are taught and reinforced daily.
- The curriculum incorporates emotional coaching, PSHE lessons, and Zones of Regulation to help children understand and manage emotions.
- Learning behaviours, perseverance, and respect are embedded in teaching.
- Safe thinking/regulation spaces are available for self-regulation.

### **Expectations for All**

- **Be Ready:** Listen, engage, and try your best in learning.
- **Be Respectful:** Show kindness to peers and adults.
- **Be Safe:** Move calmly and consider the well-being of others.

# Roles & Responsibilities

## All Staff:

- Meet and greet children warmly.
- Use consistent language and positive reinforcement.
- Model and recognise good behaviour.
- Follow up on issues with reflective dialogue.
- Provide calm, safe spaces for self-regulation.
- Make reasonable adjustments for SEND children where needed.
- Share information regularly with parents.
- To follow the Behaviour Handbook in school.

## Senior Leaders:

- Be visible and supportive throughout the school.
- Celebrate successes and share good practices.
- Support staff in managing complex behaviours.
- Monitor behaviour data and review policies as needed.
- Provide annual behaviour training and ongoing CPD on trauma-informed approaches, de-escalation strategies, and SEND-specific behaviour support.

# Rewards & Celebrations

- **Green Tokens:** Earned throughout the day, contributing to whole-school celebrations.
- **Wall of Fame:** Recognising above-and-beyond behaviour.
- **Fantastic Phone Calls Home:** Weekly calls celebrating effort.
- **Wonderful Wednesday Lunch:** Special lunch with Headteachers for exceptional behaviour.
- **Celebration Assembly:** Weekly recognition of achievements.

# Managing & Responding to Behaviour

## De-escalation & Supportive Responses

1. **Redirection:** Subtle cues and praise for desired behaviours.
2. **Reminder:** Private reminder of expectations.
3. **Warning:** Clear consequence outlined if behaviour continues.
4. **Consequence:** Time to reflect, missed playtime, or parent communication.
5. **Escalation:** If behaviour persists, move to another space with staff support.
6. **Non-Negotiable Behaviours:** Immediate consequence; serious incidents may lead to suspension or exclusion.

## Supporting Emotional Regulation

- Emotion Coaching language is used to help children reflect.
- Resolution Packs help children understand their behaviour's impact.
- Comic Strip Conversations support communication when needed.
- All adults in school recognise the importance of connection to support emotional regulation. All also recognise that a change of face may be needed.

## Severe Behaviour & Individual Plans

- Individual Positive Behaviour Support Plans are developed when behaviour concerns are ongoing, tailored to the child's needs and reviewed regularly with staff and parents. This will be in the form of Pupil Intervention Plan (PIP)
- Violent or destructive behaviour may lead to fixed-term suspension or permanent exclusion.
- Challenging behaviour may sometimes indicate a safeguarding concern. Staff follow safeguarding procedures outlined in the school's Safeguarding and Child Protection Policy where appropriate.

## Exclusions & Serious Behaviour Incidents

Where behaviour is extreme or persistent, the school follows the DfE *Suspension and Permanent Exclusion Guidance (2023)*:

- **Fixed-Term Suspension:** For serious incidents that significantly disrupt learning or safety.
- **Permanent Exclusion:** A last resort, used only when all other interventions have failed, and a child's behaviour presents a serious risk.

Parents/carers are informed immediately, and the school follows proper appeal procedures in accordance with DfE regulations.

## Parent & Community Collaboration

We believe that strong home-school partnerships are key to fostering positive behaviour. In addition to regular parent communication, we:

- Hold **parent workshops** on behaviour strategies and emotional regulation and signpost to relevant support services.
- Provide **behaviour support meetings/conversations** for families when concerns arise.
- Ensure parents are part of the process when creating individual behaviour plans.

## Supporting Children with SEND

At Race Leys Infant School, we recognise that behaviour is a form of communication. Staff respond to behaviour by understanding and addressing the underlying needs of pupils with SEND, ensuring that they receive appropriate support to help them regulate their emotions and behaviour. Adjustments are made to meet individual needs, and strategies such as emotion coaching, Zones of Regulation, and personalised behaviour plans are implemented to provide a nurturing and structured approach.

Building strong relationships with children and their families is central to our approach, following the principles outlined by Paul Dix. Through positive and trusting relationships, we create an inclusive and supportive environment where every child can thrive. By fostering these connections and offering tailored interventions, we help children develop self-awareness and resilience in a supportive environment.

This policy ensures that every child feels **Safe, Seen, Soothed, and Secure**, fostering a nurturing environment where they can learn, grow, and succeed.

