

Behaviour and Learning Policy

Last reviewed in

September 2026

Next review date

September 2027

Acre Rigg Infant School



Aims of the policy

Our approach towards behaviour and learning based on four main principles:

1. Three class rules
2. Teacher lead
3. Participation
4. Motivation and reward

Children at Acre Rigg Infant School respond to positive relationships and adults who care. Visitors comment on the behaviour of the children in our school.

Leadership and management

The ultimate responsibility for promoting positive behaviour and the upholding of the policy lies with the headteacher, supported by the governing body and SLT. Class teachers manage the behaviour of their class. However, good behaviour is everyone's responsibility.

As a whole staff we will

- Uphold the policy consistently and fairly.
- Promote and implement consistently the systems and routines that help manage behaviour.
- Be good role models, supporting each other, treating colleagues and pupils with courtesy, consideration and respect.
- Have high standards of expectation in all aspects of school life.
- Plan engaging learning opportunities based on pupil need, with a strong emphasis on basic skills and broadening experiences.
- Track pupil progress, set challenging, achievable targets and support children in achieving them.
- Make provision for a happy working atmosphere in school by promoting the pastoral care of children and supporting emotional development needs.
- Give support and guidance to each individual child consistently and fairly implement reward and sanctions.
- Record behaviour concerns on CPOMs and seek advice and support from colleagues and other professionals when necessary.
- Encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Designated/ Specific Roles and Responsibilities

The Headteacher

Overall responsibility for the promotion of positive behaviour in school
Supporting teachers/staff with behaviour management within their cohort, including coaching and mentoring
Communicate to Governors
Oversee the behaviour of children within school.

Deputy Headteacher and Senior Leaders

Supporting teachers/staff with behaviour management within their cohort, including coaching and mentoring
Support the Headteacher to oversee behaviour within school.

Cohort Leaders

Supporting teachers/staff with behaviour management within their phase
Communicate whole school messages on behaviour management to staff within their year group

Class Teachers

Promote positive behaviour at a classroom level
Communicate effectively with parents both verbally and through termly and yearly reports.
Oversee behaviour at playtimes when on duty

Teaching Assistants

Promote positive behaviour at a classroom level
Oversee behaviour at playtimes when on duty
Provide one to one support, when needed

Parent Support Advisor

Liaise with parents on aspects of behaviour in conjunctions with staff.

Lunchtime Supervisory Assistants

Oversee behaviour at lunchtimes, upholding the policy consistently and fairly.
Support the teachers with children who may need additional support over lunchtime
Report any concerns.

Our school rules

The three class rules are chanted with actions throughout the day

1. Follow instructions quickly (hands together and wiggle forward)
2. Make the right choices (thumbs up and move hands up and down when chanting the rule)
3. Be kind to other people (hands move from heart to spread in front of body)

The rules are referred to if they are broken at any point during the day – the class chant the rule which has been broken to themselves or to the group or child who has broken it.

Listening skills

Children will be taught listening skills. This will start in our two-year-old provision and will be revisited every year at regular intervals throughout the school year.

Signs and symbols will be used and will be on display in the classroom. This will be referred to on a daily basis and used in and around school, including in assembly.

Listening to learn – Actions to promote good listening (focussed learning and calm behaviour)

- Good sitting – thumbs up, hands on top of each other
- Good looking – thumb up, point to eye and the object/person you want them to look at
- Good waiting – thumb up, clench fists together
- Good listening – thumb up, point to ear
- Good thinking – thumb up, point to head

Strategies

- To gain the attention of the class: “Class Yes!” The teacher calls “class” in different voices and different amounts of times and the class mirror the call using the word “yes.”
- To gain the attention of the class when they are working / playing: “Hands, hands, hands and eyes!”

The children repeat the chant, clasp their hands and look directly at the teacher.

- To settle the children on the carpet, “Basket” and children put their hands in their lap and repeat, “Basket, basket, basket!”
- To focus the children’s attention on something or someone: “All eyes on the board, book ... on” The class repeat the chant and look at the object or person.
- To reinforce or engage in learning: “Mirror, mirror!” The class mirror the teacher’s gestures and words.
- To answer as a class: “Blow release!” Children blow the answer into their hands and then call it out together when the teacher calls “release.”
- To begin Talking Partners: Teacher claps a rhythm and says “talk” and the children copy the clapping rhythm and say “ok!”

Lining up

Teacher calls the children to line up and they chant “go” as they do it.

Calls could include – “yellow group, girls, everyone etc”

Children will:

1. Walk to the end of the line.
2. Look at the teacher
3. Keep their hands and feet to themselves.
4. Keep quiet and still
5. Listen to instructions

Walking Around School

When pupils walk around school they will be encouraged to:

1. Walk on the left-hand side
2. Use the handrail walking on the stairs
3. Walk quietly and sensibly
4. Hold doors open for friends and adults

Movement in and around School

Staff should see that all children are suitably supervised when moving around the school. Children observed behaving appropriately should be praised. Children not following school rules should be encouraged to do so. They should be reminded of what is expected and encouraged to complete the activity again. Example: If observed running, a child should be sent back to a stated point and be encouraged to walk correctly. Staff are to support when needed.

Movement around School - Procedures for Large Groups

Give out any instructions and set expectations.

Use the Line Up guidance.

Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.

Encourage a child to hold the door for others to pass through (thank them for this)

Walk to the left-hand side of the corridor/stairs.

Think about your own position to allow maximum supervision of your group.

Complete a headcount before and during the activity.

Playground procedures

Teachers are responsible for overseeing their children at times of transition including playtimes, at the beginning and the end of the day. All children should be walked to the playground by a member of staff, ensuring they are supervised until the member of staff on duty arrives.

Any inappropriate behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.

The Headteacher is to be informed of any concerning behaviour.

Any child needing medical attention at playtime will be dealt with by the designated member of staff on duty (duty rota).

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices)

For some children, a risk assessment may need to be completed to allow them to successfully access a larger space. This will usually involve additional adult support.

Supporting pupils

All adults share responsibility for the behaviour of all children across the school day. Many incidents of inappropriate behaviour can be pre-empted with forward thinking and planning.

Use clear instructions and reward the positive behaviour.

Know the potentially difficult points for individual and groups of children.

Put in place supervision arrangements for an individual child during less structured time (playtime, PE, etc.)

Strategically place a child next to an adult. Refer to support plans where appropriate.

Adopt a non-confrontational approach to children who may be finding situations challenging. Use phrases like I can see...This will often result in the child being able to discuss what the problem is. Use de-escalation techniques to distract.

A no shouting policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to be heard on the playground etc. or when there is a safety issue.

BEHAVIOUR GUIDELINES

Use of praise and rewards

It is very important that meaningful praise and reward should have great emphasis. Children will achieve more, be better motivated, and behave better, when staff commend and reward their successes. We use the phrase "catch them being good". Praise has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups.

Whole School Reward System

There is a green face in every classroom with each child's name on it. This can be used as a visual reminder to promote positive behaviour.

Chance tickets

Stickers

Certificates

Dip in the box

Marvellous me- messages home about events in school and positive behaviour messages.

Weekly assembly

Visit to the Headteacher

Gems (primarily for learning behaviours but can also be incorporated into behaviour management)

Phone call home or positive message to parents on collection

School reports – written reports should comment favourably on good work, behaviour, involvement in and general attitude to school life

Rewards

- Rewarding others: Finger woo. Teacher and children give varying number finger woos – wiggling their fingers towards others in celebration.
- Rewarding yourself: “Ah yeah!” celebrations. Children chant different types of “Ah yeahs!” with actions –
 - Normal: say “Ah yeah” whilst punch the air
 - Whispering: say “Ah yeah” in a whispering voice whilst punching the air
 - Silent: mouth “Ah yeah” silently whilst punching the air
 - Rolling: say “Ah yeah” whilst stretching arms to the side and doing a rolling motion
 - Disco: say “Ah yeah” whilst punching the air and then sing, “That’s the way, ah ha, ah ha, I like it, ah ha, ah ha” whilst doing the disco point
 - Dancing: say “Ah yeah” whilst punching the air and then sing, “That’s the way, ah ha, ah ha, I like it, ah ha, ah ha” whilst clicking fingers and shaking hips and shoulders
- Secret – reader, singer, worker, learner, walker etc. Teacher secretly chooses a child and if they model correct ‘behaviour’ they are rewarded with a chance ticket. Teacher says: “Secret reader ... earn yourself a chance ticket.”

USE OF SANCTIONS

Before sanctions are used staff should use their knowledge of the child and their relationship to de-escalate a situation.

Young children do not understand cause and effect so sanctions may need to follow a different pattern for these children and should be discussed with the Headteacher and SENCO. Children at an age appropriate level of development understand the concept of “making the right choice”. In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

When any sanction is given we recognise this may momentarily affect the adult/child relationship. It is the responsibility of the adult to seek to repair this relationship so the child can move on, understand and feel happy to return to the situation. This should happen as soon after the sanction has been completed.

A discussion should take place to include why the behaviour was unacceptable and the feelings and impact it had. It is important language is kept simple and age appropriate. The child should have the opportunity to reflect and talk about the situation. Staff members are to use their professional judgement as to when this is appropriate. This will give both adult and child an improved understanding and make repetition of the behaviour less likely. Apologising to anyone affected by the behaviour should be encouraged. Staff are to support with this and model correct language.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Bring it back to keeping each other safe.

Sanctions Procedures

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. However, as a general rule the following procedures should be followed

If unacceptable behaviour occurs:

Step1 – A warning

Warnings are a chance to change and have no longer term consequences attached to them if they are successful in allowing the children to adapt their behaviour. Warnings should be given in a low voice and emphasis kept to a minimum. Up to 3 warnings are given on the third warning the teacher should say “This is your third and final warning. Do you understand?” Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Step 2- Thinking time

Still a time to reflect and change the behaviour

The child sits in a quiet place in the classroom for up to 5 minutes, sitting alone in order to reflect, calm down etc without causing disturbance. Within the early years, staff will use the most effective strategy to support some reflection time.

Support given by an adult to talk about the changes needed. Support must be given.

Within the same session if a child repeats the same behaviours they should go onto the next stage of the behaviour system. Alternatively, the sanction system should start again.

For a child who is receiving regular thinking time, please discuss this with a SLT.

Step 3 Time out (removal from a classroom)

Time Out should be considered as a serious sanction and will be used to allow the continued effective learning of other pupils in the class to be restored and to allow the continued education of the child who has been disruptive after a period of re-regulation.

The child is taken to a designated colleague (cohort lead) or SLT.
This should be for a minimal amount of time.
If behaviour improves return to class; if not or if child refuses, move to next stage.

For a child who regularly gets to the Time Out stage

Discussion with SENCO and Headteacher
Begin monitoring to identify areas of concern / possible causes / appropriate targets
Parents informed that behaviour is a cause for concern. This will be done by the Headteacher or a member of the SLT.
Parents discuss concerns and agree targets/support
Monitored by class teacher and reviewed.

Step 4- Intervention from the Deputy Headteacher/ Headteacher.

The Headteacher can be called for if all stages have been followed or if there is a significant behaviour incident.
Parents/carers will be informed.
Details recorded on CPOMS

Use of reasonable force

Use of force must only be used as a last resort and then only when safety is an issue. Procedures are in place at our school to create a safe, calm, orderly and positive learning environment. Effective relationships are developed between staff and pupils. Therefore, the use of reasonable force should only be used very rarely and to keep a child or member of staff safe.

The Role of Parents

Parents/Carers provide a crucial role in supporting the school with maintaining behaviour and positive relationships. Parents should have access to and know the school's behaviour policy, systems and routines. Where parents have a concern regarding behaviour they should report these to a member of staff. Parents should attend meetings if requested and work with school to support their child to make the right behaviour choices.

Children with SEND

Acre Rigg Infant School is committed to inclusivity and has a wide range of pupils including those with special educational needs and disability. All children's behaviour needs managing effectively, whatever the needs of the child, to ensure they, and their peers can learn effectively. Where it is decided that the SEND need contributed to the behaviour or it is felt that the pupil was unable to act in any other way staff must decide on an alternative course of action than the usual sanction (liaison with SLT/SENCo).

In all cases where children with SEND struggle with behaviour the Headteacher and SENCo will have input as to how best to meet the needs of the individual and will advise both teachers and parents on potential triggers and the nature of the support.

Specific risk assessments are in place for some children.

Staff Induction, development and support

All staff are given the behaviour policy as part of their scheduled induction

Behaviour management training is part of INSET at the beginning of each school year. This is done by the head or deputy headteacher. This may include targeted training for specific groups of staff to address a particular training need. Training may also be delivered throughout the year in staff/ year group meetings depending on need.

Staff have the responsibility to seek advice and support from SLT in managing behaviour effectively. SLT have the responsibility to ensure staff feel supported and able to manage the behaviour of the pupils in their class and that their mental wellbeing is not affected by challenging behaviour.

Pupil Transition

Times of transition can be challenging and can affect pupil behaviour. Disruption due to pupil transition aims to be minimised through:

Transition days at the end of the year prior to the new school year, increased sessions for children identified by staff members.

Planned hand over meetings held between members of staff regarding the children they are passing on/receiving. Scheduled staff meeting time is allocated to this.

Some children will be identified as needing enhanced transition and this is communicated to the relevant Junior schools.

Relationships are key for effective learning for our children. At all times, staff will be supported by senior leaders to promote positive relationships.