Behaviour Policy 2026-2027

Designation	Name	Date	Signature
Chair of Governors	Adam Coates		
Headteacher	Jemma Southgate		

Governor Committee Responsible: Curriculum Committee

Staff Lead:

Status:

Review Cycle:

Last Review: October 2026

Next Review Date: October 2027

Aims and Values

Dinglewell infant School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

This policy is rooted in our school vision 'Together we Develop, Inspire, Succeed' and it is from this that our aims come.

- To develop a friendly, caring school community whose values are built on mutual trust and respect for all.
- To inspire all members of the school to live and work together in a positive and supportive way.
- To ensure that all members of our school **succeed** in maintaining a calm and supportive learning environment in which everyone feels happy, safe and secure and are encouraged to develop independence, respect, tolerance and social responsibility.

Behaviour management at Dinglewell Infants is underpinned by our core values: responsibility, respect, co-operation, care, honesty and creativity. Children's behaviour is central to the learning process and is an intrinsic element of education.

We recognise that a clear structure of predictable outcomes has the most effective impact on behaviour. Our Positive Behaviour policy sets out the rules, relentless routines and visible consistencies that all staff and pupils at Dinglewell Infant School follow. Good behaviour is recognised and celebrated. Our school rule:

We show respect for ourselves, other people and their views, and our environment

can be applied to a variety of situations and is taught and modelled explicitly.

At Dinglewell Infant School we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Positive Behaviour Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation. As a school we value the principles of Emotion Coaching and use this alongside this policy to promote a safe, secure and happy environment for all. In support of this ethos, our approach is aligned with the Department for Education's *Behaviour in Schools: Advice for Headteachers and School Staff (2024)*, ensuring our practice reflects national expectations around positive relationships, clear routines and supportive responses to behaviour.

Roles and Responsibilities

Governors agree to support the school in upholding its aims for behaviour and to monitor the behaviour in school to establish the effectiveness of this policy.

SLT agree to develop and maintain an ethos in the school where all members of the community treat each other with respect and feel valued. They agree to grow and nurture an aspirational school culture where we expect and look for the best in everyone and maintain a positive outlook for every child. The head teacher will ensure that any decision to suspend or permanently exclude is lawful, rational, reasonable, fair and proportionate. The Dinglewell Infant team agree to model expectations, setting an excellent example to the children. Staff are expected to manage behaviour witnessed by them or brought to them, themselves. Other adults or senior leader involvement is used to support the member of staff by showing a united front or where the behaviour is so extreme it requires Senior Leadership and/or parental involvement. Together, these shared responsibilities ensure a consistent, whole-school approach to behaviour, providing a strong foundation for the expectations outlined in the following section.

All staff, including both Breakfast Club and After School Club staff, agree to foster self-esteem, respect and emotional maturity. All staff must read the Dinglewell Infant School Behaviour policy as part of the safeguarding policy and understand the systems for managing behaviour and to use and adhere to them consistently.

Pupils at Dinglewell Infant School have the right to learn in a calm, safe and supportive environment. We expect children to be happy in school, to understand and follow the school rule (see above), and to strive to achieve their best both academically and personally. Pupils are taught our routines and behaviour expectations and are encouraged to take responsibility for their actions. They are given opportunities to share their views on behaviour so their experiences can help shape our school culture. All pupils receive support to meet behaviour expectations.

Parents and carers play a key role in supporting positive behaviour. They are expected to sign the Home School Agreement at the start of each academic year and work in partnership with the school to reinforce our expectations. We maintain strong communication with parents, celebrating successes and sharing strategies that help children manage their emotions and behaviour. Parents may be involved in pastoral support or behaviour reviews where appropriate. Any concerns about behaviour should be raised directly with the school so we can work together constructively.

Recognition and Rewarding Positive Behaviour

At Dinglewell Infant School, we recognise and reward children who go ‘above and beyond’ the expectations. In our school, this means any pupil who exhibits behaviour over and above the norm. Our staff understand that the use of praise in developing a positive culture and learning environment can never be underestimated and that a quiet word of personal praise can be as effective as a larger, more public reward. Positive rewards and recognition may include:

- The use of the phrase ‘I really notice you for…’
- gold value stars

- stickers
- recognition boards
- Gold Book certificate
- table points

Managing Behaviour

Engagement with learning is always our primary aim at Dinglewell Infant School. For the majority of our children a gentle reminder is all that is needed. At Dinglewell Infant School, we praise the behaviour we want to see.

Although, there are some occasions when it is necessary for a child to leave the classroom (either to step out with an adult or to a neighbouring room) for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account when necessary. All learners must be given 'take up time', time to reflect and reset, in between steps and it is not possible to leap or accelerate steps for low-level disruption. Examples of low-level disruption include:

- calling out/shouting
- intentional disruptive noises
- being off task distracting behaviour
- inside building when not meant to be
- running in the building
- lack of manners – please, thank you
- interrupting others
- rough play/play fighting
- use of inappropriate names – without understood intent
- unkindness to others e.g. excluding from games
- not respecting school property
- refusal to take part in learning
- refusal to follow instructions

Stepped Consequences

Step	**Consequences** This is not an exhaustive list and must be dealt with on a case-by-case basis
1. Prevention	Modelling and having clear expectations is vital. Be prepared to step in before behaviour becomes noticeable. Using the words and phrases below help to set expectations: I really notice that 'x' is… I need you to…. …together… Are we all ready? Thank you

	Children like to know where they stand and consequently are less likely to become dysregulated.
2. Reminder	Quiet reminder of the unacceptable behaviour that is being displayed and explains what the expectations are. Non-verbal signals (e.g. eye contact, waiting)
3. Warning/caution Persistent behaviour or behaviour that is out of character should be recorded using My Concern. **Parents notified**.	Change of seating within the classroom Time spent in classroom 'calming chair/corner' Missing 2 minutes of playtime in order to have a reflective conversation – this is presented to the children as 'reflection time' and may take place in the classroom or on the playground (if the staff member is on duty). Staff must ensure that where possible this reflective conversation takes place at the beginning of lunchtime/playtime.
4. Calming time Persistent behaviour or behaviour that is out of character should be recorded using My Concern. **Parents notified**.	Move to parallel class or Year Group Leader's classroom for a designated period of time. The child is reminded of the unacceptable behaviour that is being displayed and expectations are reinforced. Class teacher and Year Group lead should agree whether to record on My Concern.
5. Problem Solving (restorative conversation) If the incident is recorded, so too should the restorative conversation.	This is the most significant step and needs to take place at a suitable time. The conversation will centre around these main steps: • What was the problem? • What could you do next time? • Think about the possible outcomes for each solution • Pick the best/preferred solution • Do it! • Did it work? Or the restorative approach • What happened? • What were you thinking at the time? • What were you feeling at the time? • Who was affected and how? • What will you do differently next time? We understand that saying 'sorry' isn't always a necessary outcome.
6. Escalation	If a child is repeatedly needing calming time in another classroom the headteacher will be informed and become a base for calming time. The headteacher then arranges to meet with parents to discuss ongoing behaviour concerns. We recognise that behaviour is a form of communication and we need to be curious about the behaviour that we are seeing, sharing our curiosity with parents who may be able to provide additional context.

Serious Incidents
Serious incidents such as:

- Physical aggression or violence
- All forms of bullying
- Racist, sexist or homophobic comments
- Using abusive or offensive language

will be dealt with at the discretion of the school staff, who know the individual needs of the child involved. All serious behaviour matters will be referred to the Headteacher or member of SLT.

Exclusions
In response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions, the Headteacher can suspend and/or permanently exclude a child. When this is necessary, we will follow the Gloucestershire Local Authority 'Exclusion Pack' guidelines (updated August 2026).

Physical restraint:

See Use of Restrictive Interventions Use of Reasonable Force Policy 2026

On rare occasions, staff may need to use 'reasonable force' to restrain a pupil to prevent them:

- Hurting themselves or others
- Causing disorder
- Damaging property

Incidents of physical restraint MUST:

- Always be used as a last resort
- Be applied using the minimum amount of force/pressure and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Always be recorded and reported to parents

Unexpected Behaviour and Support

We acknowledge that pupils with SEND may express frustration or struggle with communication, leading to behaviours that challenge. Unexpected behaviour is approached with empathy and understanding, with adjustments made according to individual needs.

Examples of behaviours we manage include: -

- Struggling to listen or follow instructions.
- Interrupting due to communication difficulties.
- Difficulty remaining in one place or lining up.

- Becoming distracted due to sensory overload or anxiety.

For pupils with SEND, consequences are applied with flexibility and understanding of their specific needs. The focus is on supporting the child to learn and grow, rather than punishment. Individual behaviour plans and child-specific risk assessments are used where challenging behaviour occurs on a regular basis.

As a school we have a dedicated pastoral team who offer a range of pastoral interventions to help our children with social, emotion and mental health needs. Support is planned through Pupil Progress and the Pastoral Team meet each half term to review interventions and needs of the children.

Interaction with other School Policies

The above Behaviour Policy should be read in conjunction with the following related policies

- Anti-Bullying Policy and Anti-Hate Policy
- Equality Scheme [Gender, Racial, Disability]
- Health & Safety Policy
- SEND Policy
- Safeguarding - Child Protection
- Acceptable Use Policy
- Medical Conditions Policy
- Physical Intervention Protocol

Appendix A

The 4 steps of Emotion Coaching

1. Recognising the child's feelings and empathising with them – connection before correction
   'I understand how you feel, you're not alone'
2. Validating the feelings and labelling them – name it to tame it
   'This is what is happening, this is what you're feeling'
3. Setting limits on behaviour (if needed)
   'We can't always get what we want'
4. Problem-solving with the child – when the child is calm and in a relaxed, rational state
   'We can sort this out together'

Appendix B

Scripts that may be used as part of Emotion Coaching and the Positive Behaviour Policy:

Accepting and Labelling the Emotion

- 'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.'
- If a child is not ready to have 1:1 – 'I'll be over here when you need me.'
- 'I can see you are really upset about this. It's okay to be upset. It doesn't seem like what I am saying is helping. You remember what to do when you're upset, and you remember how to calm down. I'll be over here when you need me.'
- 'I noticed you looking around lots. I think you might be feeling worried about what's going on. Have I got that right?'
- 'I can really tell from how loudly you're speaking that you're angry about this. Not having a go must be quite disappointing.'
- ' Hey, I get it, you're feeling (emotion), that's tough and not fun…'
- 'I can see you are feeling……., it's OK to feel…'.
- 'I'm wondering if you might be feeling ……'
- 'I would feel (emotion) too if that had happened'
- 'I understand, if my friend was playing with someone else I may feel (emotion) too'
- 'It's normal to feel like that when….'
- 'I can see you get (emotion) when you cannot do….'

Wonder "I wonder..."

Imagine "I imagine....."

Notice "I noticed....."

Empathy "I understand…."

You aren't abandoning a child with their emotions; you are trusting them to put some of the strategies in place that you have taught them.

Think about how:

1. you speak (tone, speed, volume)

2. the words you use

3. your body language can change how it feels to hear the words.

Remember saying you understand the emotions they are feeling does not mean that you agree with the behaviour JUST that all emotions are acceptable but not all behaviours.

Setting Limits

- 'This is not what we do in this school'
- 'I **need** you to …'
- 'This behaviour breaks our school rule about respect'
- 'Remember our rule about respect'
- 'I understand … and yet I need you to …'
- 'That may be true and yet I need you to …'
- 'These are the rules that we all have to follow'
- 'Behaving like that is not helpful'
- 'Doing that is not ok'
- 'This is not a safe place to be angry'
- 'We don't deal with that by lashing out/hitting'
- 'It's not ok to behave like that'
- 'That behaviour is not acceptable'

Problem Solving

- 'Let's sort this out **together**'
- 'What does your body feel like now?'
- 'What feelings are you having?'
- 'Let's think of what we could have done instead'
- 'Can you think of a different way to deal with your feelings'
- 'I can help you to think of a different way to cope'
- 'Can you remember what we said before'
- 'Try and do this next time you feel like this'
- 'Let's decide what you will do next time you feel like this'
- 'This is what you can do instead'
- 'What might your friend do or suggest you do?'