

Lister Infant School

Behaviour for Learning Policy



September 2025

“Respect for All, Learners for Life”

Our school motto is at the core of what makes Lister Infant School unique. We are an inclusive school where children are at the heart of everything we do. It is a place where everyone feels like they belong and are supported. We are a family.

Our Vision is:

- To provide a safe, happy, caring and inclusive school where **ALL** are encouraged to succeed academically, socially and emotionally.
- ALL are treated with respect and kindness.
- To create an environment which promotes a genuine love of learning and empowers ALL to become independent, learners for life.

Our Core Values:



Behaviour Expectations:



This policy is based on research by EEF ‘Improving Behaviour in Schools’ 2019, Charlie Taylor’s Checklist and the work of Paul Dix ‘When the Adult Changes Everything Changes.’ Clear rules and behaviour expectations, relentless routines and visible consistencies ensure high standards of behaviour. The school values and behaviour expectations are taught in all classrooms and reinforced through school assemblies and the PSHE curriculum.

Lister Infant School will:

- Promote, teach and model positive behaviour
- Support children to regulate their emotions and behaviour over time.
- Provide a safe, comfortable and caring environment where children can access learning consistently and progress academically.
- Use a consistent and calm approach.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches with appropriate consequences.

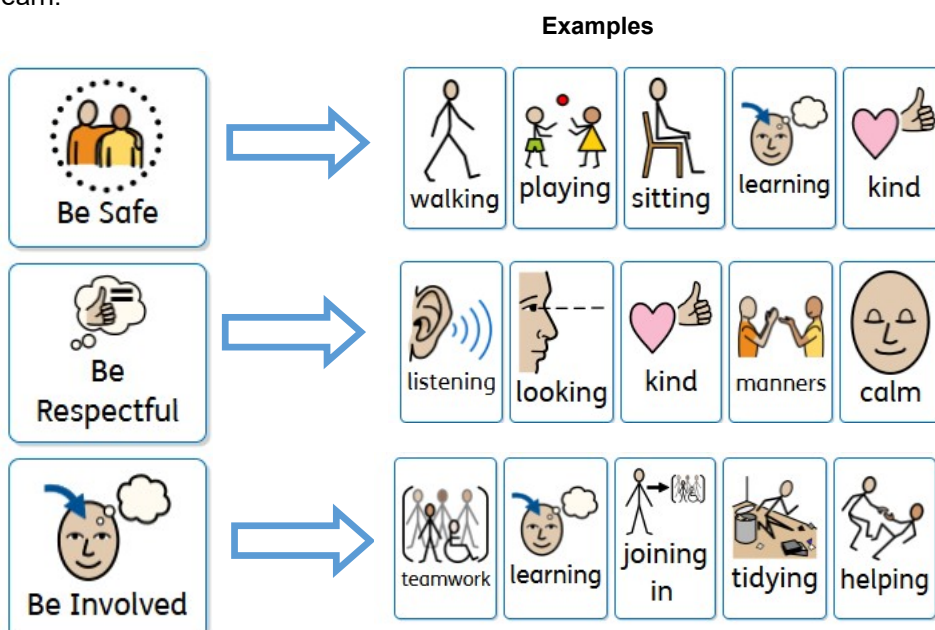
We provide simple, practical procedures for staff and children that:

- Recognises and rewards effort.
- Encourages children to feel confident, happy and safe so they function positively in school and in the wider environment.
- Implements and monitors appropriate support to meet children’s needs.

Every adult in our school is encouraged to look beyond behaviour and to be curious about children’s needs. We recognise that behaviour is communication and children need support with emotional regulation – levels of support required vary from child to child. It is important that adults working in our school understand the needs of all our children and families so that our school is a safe place to learn and grow. Staff will use the Zones of Regulation to support positive behaviour and identification of feelings.

Behaviour Expectations

Children will be expected to follow the three rules of **be safe, be respectful and be involved**. These rules should be constantly and consistently reinforced and celebrated. Children should be aware that every lesson is a learning opportunity and behaviour that disrupts learning affects everybody's right to learn.



Positive Reinforcements

Daily	Weekly	Over and Above
Recognition board Dojo points Praise – be specific Stickers Class reward – if all class are on the recognition board	Value certificates/ Star of the Week Sent to share work to another class	Headteacher Award Positive note home to parents

Visible consistencies:

Daily	Actions	Language
Daily meet and greet Relentless routines Positive reinforcements	Praise in public (PIP) Remind in private (RIP) High behaviour expectations	Calm, clear voice 'Stop, look, listen' 'Are we ready?x2 Let me see. X2 Who is nicely Just like me.' Adults use 1,2,3 for transition points, i.e. 1 – stand up, 2 – walk to your line/table, 3 – be ready.



Relentless Routines



	Expectations	Consistent staff actions
Morning routine	<ul style="list-style-type: none"> - Children should walk into classrooms quietly and respond to adults with morning greetings. - Coats to be hung up on pegs. - Book bags to be put into boxes. - Lunch boxes to be quietly and tidily put on trolley. 	<ul style="list-style-type: none"> - SLT on school gates. - Staff to greet children on entry into school/class. - Morning activity/provision out ready for the children.
Lesson time	<ul style="list-style-type: none"> - When sitting on a chair all four legs need to be on the floor. - Quiet working voices to be used. - Listen when an adult/child is talking. - Follow instructions given by adults. - Appropriate noise level - Learning environment should be clean, calm, focused and supportive. 	<ul style="list-style-type: none"> - Be clear about expectations during the lesson. - TAs to be used effectively for support. - High expectations of all our pupils. - Children should have excellent behaviour for learning. - Adults use 1,2,3 for transition points, i.e. 1 – stand up, 2 – walk to your line, 3 – be ready.
Provision	<ul style="list-style-type: none"> - Children take responsibility for tidying areas. - Children use kind hands. - Children walk inside. - Children use equipment safely and purposefully (as has been modelled by adults). 	<ul style="list-style-type: none"> - All areas are labelled with a number which indicates how many children should be in each area. - Staff consistently model behaviours and effective communication. - Staff model how to effectively tidy areas.
Going to/ leaving assembly	<ul style="list-style-type: none"> - Children should be escorted by their class teacher/TA. - Children should walk silently. - Children remain behind the person in front of them. - Classes sit in horizontal lines. 	<ul style="list-style-type: none"> - Staff leading assembly to be at the front of the hall prior to children arriving. - Reminders/ praise for expectations.
During lunchtime in the dining room	<ul style="list-style-type: none"> - Children collect their own lunch/ lunchboxes in KS1. - Show good manners to staff and each other. - KS1 children clear their own trays. - Children to walk out to the playground quietly and sensibly. - Use quiet voices. 	<ul style="list-style-type: none"> - Check all children are lined up for dinner. - Remind children of noise levels and expectations whilst eating at a table. - Walk the children in calmly to have their lunch. - Position children who need support at the front of the line. - Keep the area clean and tidy.
During break / lunch time	<ul style="list-style-type: none"> - Walk quietly outside. - Use equipment correctly. - Put equipment away when finished. - Remain within the correct boundaries. 	<ul style="list-style-type: none"> - Staff lead the children out ensuring they are first out. - Ensure that there is clear view of all areas. - Supervise play. - Staff on duty have first aid kits.

		<ul style="list-style-type: none"> - Staff on duty supervise their zone. - Adults are aware of pupils who may struggle during play time and remain vigilant and ready to deescalate if necessary.
After break/ lunch time	<ul style="list-style-type: none"> - Children stop on the first bell and walk calmly to their lines on the second bell. - Children walk quietly back into school in lines. - Hang coats up in the correct place. - Return to their place/ activity. 	<ul style="list-style-type: none"> - Prompt with timings. - Staff on duty go to allocated line and encourage pupils to wait in their line quietly. - Teachers/HLTAs leading classes back in deliver clear instructions and remind children of the expectations when walking into school.
Toilets	<ul style="list-style-type: none"> - Where possible children should go to toilet at break times. - Walk quietly to the toilets. - Keep the area clean and tidy e.g. flush and put rubbish in the bin. - Have high levels of personal hygiene. 	<ul style="list-style-type: none"> - Monitor who has gone to the toilet. - Ensure pupils wear a toilet pass
End of day routine	<ul style="list-style-type: none"> - Be responsible for remembering equipment. - Tuck chair in and leave workspace tidy. - Only leave when instructed to do so by adult dismissing. 	<ul style="list-style-type: none"> - Adult to ensure pupils remain supervised during this time – exercising their awareness that unstructured moments during the school day are difficult for some children. - Provide an activity for pupils so they are settled whilst their classmates are getting their belongings. - Dismiss each child individually.
Trips	<ul style="list-style-type: none"> - Children must conduct themselves safely and sensibly on roads, public transport and in public spaces. - Children must respect the organisation or venue they are visiting and follow any rules held. 	<ul style="list-style-type: none"> - Children must be paired up/grouped and head counts should be conducted regularly. - Inform children of expectations

Managing challenging behaviour

Traffic lights **MUST NOT** be visible to children. They are there so adults know which step the children are up to.

Behaviour	Action
<p>Level 1</p> <p>Not listening to peers or adults.</p> <p>Excluding others from games.</p> <p>Distracting others.</p> <p>Shouting out.</p> <p>Misuse of resources.</p> <p>Not sharing.</p> <p>Not following hand signals.</p> <p>Unkind words</p> <p>Rough play/pushing.</p> <p>Not following a reasonable instruction.</p> <p>Not attempting tasks</p> <p>Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing.</p>	<p>Redirection</p> <div style="text-align: right;">  </div> <p>Gentle reminder / encouragement/non-verbal clue</p> <p>Publicly celebrate somebody who is doing the right thing.</p> <p><i>I love the way Is showing me they are ready</i></p> <p><i>Well done I can see you are being involved</i></p> <p><i>Praise the positive that you want to see</i></p>
<p>Level 2</p> <p>Children continuing with above behaviours after being redirected.</p>	<p>Reminder</p> <p>After redirection, if any of the above behaviours are continuing, remind children using this script.</p> <p>A quiet and personal comment privately:</p> <p><i>How can I help?</i></p> <p><i>What are you finding difficult?</i></p> <p><i>I've noticed that I need you to (give choices) I know you can do this....</i></p> <p>This is a reminder of our expectations - delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary.</p> <div style="text-align: right;">  </div>

<p>Level 3</p> <p>Level 1 behaviours with a higher degree of frequency and/or intensity.</p> <p>Other examples of Level 3 behaviours</p> <p>Inappropriate language.</p> <p>Verbal confrontation with adults.</p> <p>Negatively targeting other pupils - physically or verbally</p> <p>Damaging property</p>	<p>Warning</p>  <p>Step 1: Recognise the child's feelings and empathise with them: Take a moment to notice the emotion underneath the behaviour.</p> <p>Step 2: Label and validate the feelings and link them to a trigger if possible:</p> <p>E.g. <i>'you seem to be in red zone. I can see you are angry, I understand. It is a difficult task'.</i></p> <p>Step 3: Limit Setting/boundaries (if needed). E.g. <i>'In class we use kind language towards others otherwise we will need to discuss this further at reflection'.</i></p> <p>Step 4: Problem Solving. E.g. <i>'Maybe it is best if you come and sit by me so you can focus and I can help you.'</i></p> <p>Step 5. Positive ending: e.g. <i>'Do you remember last week when you...'</i></p> <p>(Example of positive behaviour)? <i>'That's who I would like to see today'</i></p> <p>If the child is quick to regulate/addresses their behaviour positively, these steps are enough.</p> <p>If, after going through the steps, the child has not made any changes to their behaviour, inform them they will have reflection at break/lunch.</p> <p>Log on Arbor and ensure parent/carer is informed..</p>
<p>Level 4</p> <p>Children continuing with above behaviours after a warning.</p> <p>Other examples of Level 4 behaviours</p> <p>Intentionally physically hurting others resulting in an injury.</p>	<p>Reflection</p>  <p>State consequences and the reason this will benefit the child: <i>'As you are finding this difficult at this time you will need to ...' (catch up with your work at break, come and talk to me at break etc.) 'so that ... (e.g. you do not miss learning, we can talk about how I can help you in the future)</i></p> <p>At this point the child will be staying behind for 5 minutes at break/lunch to reflect on what happened. This cannot be removed, reduced, or substituted.</p> <p>Staff will use WARM to assist reflection and restoration. (Use Widgeit visuals as prompts to assist discussion).</p> <ol style="list-style-type: none"> 1. What happened? 2. Who was affected? 3. What can you do to repair things? 4. How can we move forwards?

Adult finishes with language of hope and belief about child's effort, for example 'I know you will try your best next time'

Log on CPOMS and ensure parent/carer is informed.

Level 5

Deliberate and repeated intimidation or negative targeting of other pupils (physically, verbally).


Prejudiced comments (e.g. racist).

Unsafe behaviours (e.g. to self, others or physical objects).

Repeated refusal to follow instructions (e.g. walking away, leaving area, attempting to leave school).

Putting themselves, other children or adults at risk.

Behaviour Break



This is when a pupil may need to regulate. This can be sat in a different part of the school e.g. calming room, outside the classroom or supported by SLT.

Children will be expected to catch up on any missed work when they have needed time out of class.

Log on CPOMS and ensure parent/carer is informed.

If a child has got to stage 5, they will miss their lunchtime to either reflect on what has happened/catch up on the work they missed when taking a behaviour break.

Depending on the seriousness of the incident, further sanctions/adjustments may include:

- Alternative break/lunch
- Completing learning tasks with SLT instead of in class
- Letter home

After break and lunch, the child goes back to the start of this process – we need to give children the opportunity for a fresh start.

*Escalation of time

*DO NOT describe child's behaviour to another adult in front of the child.

If after time, the child is not settled to return to the classroom without disrupting the learning of others, the child should be escorted to a member of SLT. The child will then return to the original adult for reflection process with the support of SLT.

Personal Plan

If a child consistently struggles with their behaviour, staff should consult with the SENDCo and Behaviour Lead. Children who frequently present with challenging behaviour should have a personal plan so we can use a consistent approach to support these children. This will be discussed with parents.

Logging Incidents

Arbor

The school uses a software 'Arbor' to record all amber incidents of inappropriate behaviour. Staff need to record using the STAR approach to log. (Setting, Trigger, Action and Response). It is the responsibility of the member of staff dealing with the incident to log it so events are factual.

CPOMS

The school uses 'Cpoms' to record all red incidences of inappropriate behaviour. This is a central electronic record where teachers can log incidences and alert senior members of staff. CPOMS gives the school a record of individual children over the course of their time in the school. All serious incidents should be referred directly to the Head of school.

Serious Incidents

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the head of school or a member of the senior leadership team in their absence.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Abusive or offensive language
- Physically hurting others

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use skilful staff to build relationships with each individual child. These children will have bespoke behaviour plans / positive handling plans.

Pupils with SEND

We believe that all staff in our school must take account of the individual needs and circumstances of pupils when implementing behaviour policies. We would expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. In this case, these children will have bespoke behaviour plans created within the supportive solution circle approach by all staff involved. Internal records will be regularly scrutinised in order to identify trends and patterns of behaviour and to also monitor the impact of interventions used.

Reasonable Force

In line with the DfE guidelines, schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from hurting a member of staff or another pupil.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Searching

School staff can search a pupil for any item if the pupil agrees. Head teachers and authorised staff have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Fixed Term Exclusion

We believe that, in general, exclusions are not an effective means of moving behaviour forward. If a child seriously or persistently breaches the school's behaviour policy, the head of school may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents meet the head of school or a senior leader representative to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and, where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

Permanent exclusion should be seen as a last resort and, for governors to agree with this, a school should be able to show that it has taken all reasonable steps to avoid exclusion; all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Roles and responsibilities (see appendix 1)

In consultation with the head of school, staff, parents and the governing body will establish the policy for the promotion of good behaviour and keep it under review on an annual basis. Governors will support the school in maintaining high standards of behaviour. The head of school and Behaviour Lead will be responsible for the implementation and day to day management of the policy and procedures. Mutual support and consistency amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility.

The link governor for Safeguarding meets with the head of school on a termly basis. A behaviour report is shared and taken to full governor meetings. If necessary, Governors may attend a discipline committee meeting with the parents of children who need support with their behaviour.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. They should initially contact the class teacher but if the concern remains, they should contact the head of school.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures, and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

APPENDIX I: CHARLIE TAYLOR'S CHECKLISTS

For senior leadership team:

Policy:

- Ensure absolute clarity about the expected standard of pupils' behaviour.*
- Ensure that behaviour policy is clearly understood by all staff, parents, and pupils.*
- Display school rules clearly in classes and around the building; staff and pupils should know what they are.*
- Display the tariff of sanctions and rewards in each class.*
- Have a system in place for ensuring that children never miss out on sanctions or rewards.*

Leadership:

- Model the behaviour you want to see from your staff.*

Building:

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day*
- Ensure that other Senior Leadership Team members are a visible presence around the school*
- Check that pupils come in from the playground and move around the school in an orderly manner.*
- Check up on behaviour outside the school.*
- Check the building is clean and well-maintained.*

Staff:

- Know the names of all staff.*
- Praise the good performance of staff.*
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.*

Children:

- Praise good behaviour.*
- Celebrate successes.*

Teaching:

- Monitor the amount of praise, rewards, and punishments given by individual staff.*
- Ensure that staff praise good behaviour and work.*
- Ensure that staff understand special needs of pupils.*

Individual pupils:

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.*
- Put in place suitable support for pupils with behavioural difficulties.*
- Build positive relationships, particularly with parents of pupils with behavioural difficulties.*

For teachers:

Classroom:

- Know the names and roles of any adults in class.*
- Meet and greet pupils when they come into the classroom.*
- Display rules in the class—and ensure that the pupils and staff know what they are.*
- Display the tariff of sanctions in class.*
- Have a system in place to follow through with all sanctions.*
- Display the tariff of rewards in class.*
- Have a system in place to follow through with all rewards.*
- Have a visual timetable on the wall.*
- Follow the school behaviour policy.*

Pupils:

- Know the names of children.*
- Have a plan for children who are likely to misbehave.*
- Ensure other adults in the class know the plan.*
- Understand pupils' special needs.*

Teaching:

- Ensure that all resources are prepared in advance.*
- Praise the behaviour you want to see more of.*
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).*
- Differentiate.*
- Stay calm.*
- Have clear routines for transitions and for stopping the class.*
- Teach children the class routines.*

Parents:

- Give feedback to parents about their child's behaviour—let them know about the good days as well as the bad ones.*

Behaviour Escalation

Level 1 – Redirection

Refocus the pupil



Level 2 – Reminder

Reminder of the behavior expectation



Level 3 – Warning

Final reminder



Level 4 – Reflection

Restorative talk and reflection

time during break



Level 5 – Behaviour Break

Space to regulate

