



Behaviour for Learning Policy

1. Governors' Written Statement of Behaviour Principles

This written statement of behaviour principles is reviewed and approved by the governing body on an annual basis as part of the review of the Behaviour for Learning Policy. The principles are:

- Every child understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All children, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to children at all times.
- Rewards and sanctions are used consistently by staff, in line with the Behaviour for Learning Policy.
- Children are supported to take responsibility for their actions.
- Staff will work in partnership with families to support children's behaviour.
- Violence or threatening behaviour on the school premises will not be tolerated in any circumstances.

2. Aims

We believe that everyone in our school community has the right to learn, the right to be safe and the right to be treated with respect. The children's social, emotional and mental health needs are at the core of everything we do. We believe that children need to be taught and regularly re-visit expected behaviours. It is the responsibility of all adults in our school community to model positive behaviour and to support the children's understanding of what this looks like.

Our school ethos underpins our approach to behaviour. We will always aim to:

- Create a warm, welcoming and secure environment for everyone.
- Offer a creative and adventurous curriculum.
- Provide enriching experiences.
- Provide high quality, inspirational teaching and learning.
- Model and expect high standards of behaviour.
- Make sure that every child's contribution is encouraged, valued and celebrated.
- Build genuine, collaborative partnerships with families and the local community.

3. Rights, Responsibilities and Expectations

At Meath Green Infant School, we all have the right to feel safe, happy and respected. This applies to all members of our school community including children, teachers, support staff, parents, carers and visitors. We believe that children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and recognising our rights and responsibilities is a vital starting point for maintaining respectful behaviour and relationships within our school community.

At Meath Green Infant School, we teach children about our Rainbow of Respect. This is a simple, visual reminder of four key behaviours that we want all children to develop and show consistently.



All adults within school use the Rainbow of Respect as a basis for discussion with children about behaviour. The Rainbow of Respect is displayed in every area of the school, including the outside areas. Parents and carers can support the school by asking their child how they have shown the Rainbow of Respect today.

4. Recognition of Positive Behaviour

All children deserve to be recognised and rewarded for their achievements. Adults will use positive praise which is genuine, sincere and meaningful to the individual. This will help the children to recognise what they have done well and will link back to the Rainbow of Respect.

We will use a variety of strategies to reward the children. These include:

Individual Rewards

- Positive praise and feedback
- Receiving a golden token (EYFS) or a star token (Key Stage 1)
- Sharing good work and achievements with the class or year group
- Sharing good work or positive behaviour with a member of the Senior Leadership Team

Collaborative Rewards

As well as receiving individual rewards, the class will work together to achieve a collective goal. These include:

- The star token weekly/half-termly challenge
- Additional 'choosing' time

5. Support Steps and Consequences

We use Support Steps to help the children manage their behaviour on a day-to-day basis in the classroom. This is a simple visual, displayed in all classrooms:



When children show anti-social behaviours, it is important for them to see the consequences of their actions. We use two types of consequences; protective and educational (see below). Consequences will always be explained appropriately with the aim of helping the child to understand why their behaviour was not acceptable and support them to make the right choice in the future. Adults are provided with guidance outlining how to respond to various behaviours and suggestions of consequences. This ensures that there is consistency across the school.

Educational Consequences

Educational consequences involve the learning, rehearsing or teaching of behaviour. These include:

- Completing tasks e.g. asking a pupil to complete a class activity that has been missed.
- Finding ways to explore an issue related to any incidents e.g. through social stories
- Rehearsing and practising. For instance, rehearsing a situation that the child finds difficult in order to support them.
- Conversation and exploration of what led to the incident and how to prevent this in the future.

Protective Consequences

Protective consequences describe the removal of a freedom to prevent harm. These include:

- Limited access to outside space, for instance staying with a member of staff at break time.
- Additional supervision in social situations.
- Restricted off-site activities.
- Differentiated teaching space.
- Exclusion. This can only be used by the headteacher, and when all other support has been exhausted.

5. Zones of Regulation

The school uses Zones of Regulation to support the children's learning and behaviour. It is also used as a common language for discussing and reviewing situations as well as thinking about how to solve a problem which may have arisen. We use the zones to:

- Help children to recognise when they are in the different zones (feeling a certain emotion) and how to change or stay in the zone they are in.
- Increase the children's vocabulary of emotional terms, helping them to explain how they are feeling.
- Gain an insight into events that might make children move into the different zones e.g. a disagreement with a friend, a certain subject being taught or a fire drill.
- Help children understand that emotions, sensory experiences, physiological needs (e.g. hunger/lack of sleep) and environments can influence which zone they are in.
- Develop problem-solving skills.

We support children to self-regulate or use co-regulation strategies such as:

- Using mindfulness techniques.
- Giving pupils a safe space and the time to re-regulate e.g., using the regulation station

6. Additional Support

We know that for some children, school can be a place where they feel anxious, and this may lead to incidents of negative behaviour. If a child needs further support, we can:

- Create a small space for a child or group of children to re-regulate throughout the school day as required.
- Create an Individual Behaviour Plan. The staff working with a child will create an individualised plan that will then be shared with their parents. This plan will identify the key strategies used to support the child. The plan will support consistency of expectation and drive progress for the child. This will be reviewed on a regular basis.

7. Recording Incidents

The school systematically records events or incidents that are a significant cause for concern, either behavioural or safeguarding. The information we record includes the date, time, factual circumstances and immediate actions. This is usually completed by the end of the school day on which the incident occurred.

8. Communication with Parents and Carers

Positive relationships with parents and carers are essential in order to support every child to achieve their potential. Communication about a child's behaviour should always be open, honest and non-judgemental. When talking with parents and carers about specific incidents, the staff will be mindful of communicating this in a private space, away from others. Staff will be mindful of the confidentiality of other children's names, behaviours and any additional personal information. Our staff encourage families to provide information about any significant events, changes or difficulties in family life that may be impacting upon their child/children.

9. Positive Touch

De-escalation is our prime objective when dealing with dysregulated behaviour. The majority of teaching staff are trained in Positive Touch, equipping them with de-escalation techniques, when dealing with distressed behaviours and conflicts. On the rare occasion when physical intervention is required for the safety of the child or others, this will be done by at least two members of staff, one of whom must be from the Senior Leadership Team. Incidences of physical intervention are always documented, in line with government guidance. Those who do not hold the Positive Touch certification will seek immediate support from SLT.

10. What we Expect from Parents and Carers

Parents are informed of the expectations for behaviour in the annual year group curriculum meetings in September, the Headteacher's Newsletter, and parents' evenings. All parents and carers are expected to:

- Support the school in its application of the Behaviour for Learning Policy.
- Talk to their children about the school’s expectations of work and behaviour.
- Get the best start to the day by arriving on time.
- Encourage children to discuss and worries or problems about school.
- Attend parents’ evenings.
- Communicate with the school any concerns or issues which may affect their child’s behaviour or learning.

10. Equalities Statement

We note that we are required to have due regard to the public sector equality duty under Section 149(1) Equality Act 2010 when exercising our function. We do not consider any issues which arise from this policy would have any negative impact on equality, and we have considered appropriately the need to advance equality and foster good relations.

We expect all children to adhere to the school’s Rainbow of Respect, including children with identified additional needs. However, children who need additional support with their behaviour and/or who are on the Special Educational Needs Register may need to be supported through:

- Regular meetings with their teacher and parents/carers.
- A reward system which is tailored to their individual needs.
- Targets for improved behaviour on their Individual Education Plan.

Children who have an Education and Health Care Plan (EHCP) may require the whole school behaviour management system to be modified to manage their behaviour effectively. For example, some children may not fully understand the rules and structures of the school or may be unable to meet expectations without additional support. Where appropriate, regular meetings may take place between parents/carers, school staff and relevant outside agencies to support the child.

Approved by:	FGB	
Last reviewed on:	18 th March 2026	
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