

Enderby Road Infant and Nursery School



Behaviour and Rewards Policy

Person Responsible for Policy	Headteacher
Approved by Governing Body	Date: 13.01.2026
Signed by Chair:	<i>C Lloyd</i>
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Introduction

Positive behaviour is fundamental to learning, wellbeing and belonging at Enderby Road Infant and Nursery School. This policy sets out how we create a calm, inclusive and respectful environment in which all children can learn and thrive.

Behaviour is explicitly taught, practised and reinforced; it is not assumed. Clear routines, shared language and consistent responses support children to make positive choices and feel safe.

All children are expected to be **Ready, Respectful and Safe** at all times. These expectations apply across the whole school day and towards **all adults**, regardless of role. Adults work together to ensure behaviour is managed consistently, fairly and with an understanding of children's individual needs.

This policy includes expectations, rewards and sanctions within a single coherent document.

Aims of the Behaviour Policy

This policy aims to:

- Create a calm, safe and purposeful learning environment
- Set clear and consistent expectations for behaviour across the school day
- Ensure children are treated fairly, with dignity and respect
- Support children to develop self-regulation, empathy and responsibility
- Promote inclusion and positive relationships between children and adults

Roles and Responsibilities

Adults

All adults working in school share responsibility for behaviour. Adults will:

- Model calm, respectful and safe behaviour at all times
- Teach and reinforce behaviour expectations explicitly
- Apply the behaviour policy consistently and fairly
- Build positive, trusting relationships with children
- Support children to regulate emotions and repair relationships
- Maintain high expectations while making reasonable adjustments where needed

Pupils

All pupils are expected to:

- Follow school expectations and routines
- Treat others with respect and kindness
- Listen to and follow instructions from all adults
- Take responsibility for their actions and behaviour
- Ask for help when they need support

Leaders

School leaders are responsible for:

- Establishing and maintaining a positive behaviour culture
- Ensuring the policy is understood and applied consistently

- Supporting adults with training and guidance
- Monitoring behaviour patterns and responding proactively
- Working with families and external agencies where appropriate

Behaviour Routines Explicitly Taught and Used Across School

To support consistency, predictability and calm, behaviour routines are explicitly taught, modelled and reinforced by all adults. These routines apply across classrooms, shared spaces, transitions and play-based learning in the Early Years.

Adults do not talk over children. Adults wait for full attention before giving instructions, reinforcing that listening is respectful and important.

Listening Expectations (Zero Noise)

When an adult claps twice and shows their hands, children are expected to:

- Stop what they are doing
- Keep bodies still and hands empty
- Look at the adult
- Remain quiet and still
- Listen to instructions

Lining Up

Children are expected to:

- Walk calmly to the end of the line
- Leave space between themselves and others
- Keep hands and feet to themselves
- Stand quietly and still
- Face forward
- Walk calmly using 'Wonderful Walking'
- Keep to the left side of corridors
- Respect others learning in nearby spaces

Our 1,2,3 Move Code

Children are expected to:

When my teacher says 1;

I sit straight and fold my arms

When my teacher says 2;

I stand up

When my teacher says 3;

I move

Clear Expectations for Behaviour at Different Times of the School Day

This section sets out the explicit behaviour expectations that are taught, modelled and reinforced throughout the day. These routines help children feel safe, reduce anxiety and support a calm, orderly environment. Expectations apply consistently towards **all adults**.

Arrival at School

Children are expected to:

- Walk calmly into school and to their classroom
- Greet adults politely
- Follow adult instructions the first time
- Transition from home to school routines quickly and calmly
- Settle independently (with support as needed)

Adults will:

- Greet children and families warmly
- Model calm, respectful communication
- Support children to transition positively into school

In the Classroom (Learning Time)

Children are expected to:

- Be ready to learn
- Listen respectfully when an adult or another child is speaking
- Follow classroom routines and instructions the first time
- Use kind words and actions
- Try their best and persevere

Adults will:

- Model respectful relationships and language
- Use clear, consistent routines and instructions
- Recognise and reinforce positive behaviour
- Support children to regulate emotions and behaviour
- Maintain a calm, purposeful learning environment

Transitions Around School

Children are expected to:

- Walk sensibly and quietly using 'Wonderful Walking'
- Keep hands, feet and objects to themselves
- Follow adult instructions promptly

- Show respect to others learning in nearby spaces

Adults will:

- Explicitly teach and rehearse transition routines
- Position themselves to supervise and support
- Model calm movement and expectations
- Address unsafe or disrespectful behaviour immediately

Playtime and Lunchtime (Outside)

Children are expected to:

- Play safely and include others
- Follow playground rules and boundaries
- Use kind language and seek help from an adult when needed
- Respect equipment, spaces and adults

Adults will:

- Actively supervise and engage with children
- Model positive play, sharing and problem-solving
- Intervene early to prevent escalation
- Support restorative conversations when appropriate

Lunchtime in the Dining Hall

Children are expected to:

- Walk calmly into and out of the dining hall
- Use good table manners
- Speak politely and at an appropriate volume
- Follow instructions from adults

Adults will:

- Model calm, respectful behaviour
- Support children with routines and expectations
- Maintain a safe, pleasant environment

End of the School Day

Children are expected to:

- Pack away calmly and responsibly
- Follow adult instructions
- Leave classrooms and the school site calmly and safely

Adults will:

- Support children to reflect positively on the day
- Ensure orderly and safe dismissal procedures
- Communicate with families where appropriate

Rewards

Rewards are given a higher priority than sanctions. Achievement and effort are recognised consistently, reinforcing positive behaviour and the school expectations of being **Ready, Respectful and Safe**.

Forms of Rewards

- Verbal praise from all adults, specific and sincere
- Stickers where appropriate
- Class Dojo points (up to 10 daily from Reception)
- Dojo shop
- Celebration Assemblies
- Star of the Week
- Citizen of the Week
- Lunchtime Award
- Star Award and shiny box
- Wonderful Walking awards and trophy
- Celebration of achievements inside and outside school

Behaviour Consequence System

The consequence system is calm, predictable and consistent, supporting children to recognise the impact of behaviour, make better choices and repair relationships.

Reminder	• Quiet, private reminder, linked to Ready, Respectful, Safe • Child remains on green
Caution	• Clear verbal warning, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. • Child moves to amber
Time Out	• 30-second script may be used – see Appendix 1 • Child moves to red • Miss 5 minutes of the following playtime • This should be recorded onto CPOMS and their parent informed by the person who witnessed the incident.
Calming Time	• Supervised time to regulate if needed
Repair	• Restorative conversation • Repair actions agreed

For the morning session and for the afternoon session, each child has the opportunity to earn up to 5 Dojo points.

- A child earns 5 Dojo points if they remain on green for the session.

- A child can earn 2 Dojo points if they move onto amber.
- A child will not earn any points for that session if they are moved to red.

All behavior incidents should be recorded in the class tracking book.

Children have the opportunity to move their picture back onto amber or green if they are able to improve their behavior during the session and earn the Dojo points.

Lunchtime Behaviour

- A child that misbehaves in the playground during lunchtime will receive a **playtime behavior card from a lunchtime supervisor. They will have to 'stand out' for 5 minutes** in a designated area of the playground. These incidents should be recorded on a playtime behavior card and placed in the basket in the pastoral office.

Escalation and Further Action

- Continued concerns may result in missing the next break
- Lunchtime reflections are supervised by a member of SLT
- Individual Behaviour Plans or bespoke approaches are used where appropriate
- SLT monitor behaviour patterns to support early intervention

SEND and Vulnerable Pupils

We recognise that behaviour systems may not meet the needs of all pupils in the same way. Some children, including those with SEND or additional vulnerabilities, may require adapted strategies, rewards or sanctions. These adjustments are discussed with the class team, SENCo and SLT to ensure expectations are realistic, supportive and inclusive, while maintaining high standards for behaviour.

De-escalation

Every effort is made to de-escalate situations calmly so that learning can continue safely. Adults use relational approaches and de-escalation strategies, supported by regular training. Further guidance on de-escalation is provided in the appendices.

Serious Incidents

Children may move directly to red for:

- Physical aggression
- Abusive language
- Serious safety risks

These incidents must always be logged on CPOMS. Parents should be informed following serious incidents or repeated concerns.

If behaviour does not improve despite the stepped behaviour system, additional actions may be considered. These are used proportionately and alongside support to help the child succeed.

Actions may include:

- Removal from a favoured activity
- Loss of the right to represent the school
- Reflection time with a senior leader
- Contact with parents or carers
- Meetings with parents or carers
- Pastoral support programmes or a home–school diary

Exclusion from class or school will only be used as a last resort and in line with local authority and statutory guidance.

In addition:

- If a child receives **3 or more red Dojos in one week**, they will have a reflection session with the Headteacher or a member of SLT
- If a child receives **10 or more red Dojos within a three-week period**, they will not attend the Class Dojo Shop at the end of the half term

Exclusions

Exclusion is used only as a last resort, in response to serious breaches of the behaviour policy or where a pupil's behaviour presents a serious risk to their own safety or the safety of others. Only the headteacher has the authority to exclude a pupil. All exclusions are carried out in line with statutory guidance and local authority procedures. Further detail is set out in the school's Exclusion and Suspension Policy.

Behaviour in Nursery

Behaviour in Nursery is developmentally appropriate and relational.

- Clear reminders and modelling
- Short thinking time (2–3 minutes)
- Supported repair when calm

These approaches are underpinned by the same high expectations for safety and respect as across the rest of the school.

Thrive and Emotional Regulation

Our behaviour approach is underpinned by Thrive, a whole-school, trauma-informed approach that supports children's social and emotional development. Adults use Thrive-informed strategies to help children regulate emotions, build resilience and maintain positive relationships.

Further detail can be found in Appendix B.

Appendix 1 - Behaviour Guidance for Adults

The 30-Second Script

Adults keep one-to-one interventions brief, calm and focused. Interventions should last no longer than approximately 30 seconds.

Adults may use the following language:

- *"I have noticed you are..."*
- *"That is not being ready / respectful / safe."*
- *"You have chosen a time out."*
- *"Remember when you made good choices?"*
- *"That's what I need to see now."*
- *"Thank you for listening."*

Adults then step away to allow the child time to regulate. Secondary behaviours are not engaged with at this point.

Restorative Questions (When Calm)

Adults may use some or all of the following questions to support reflection and repair:

- What happened?
- What were you thinking at the time?
- How did this affect others?
- What can we do to put things right?
- How can we make a better choice next time?

Restorative conversations support responsibility, empathy and positive relationships.

Key Principles for Adults

- Remain calm, respectful and consistent
- Do not talk over children
- Focus on behaviour, not the child
- Support regulation before reflection

Appendix 2: Thrive – Supporting Emotional Regulation and Wellbeing

Our school promotes a culture that values strong relationships, inclusion and psychological safety. Thrive is a trauma-informed, whole-school approach that supports children's mental health, wellbeing and emotional development. It underpins our behaviour approach and helps adults understand behaviour in context.

Thrive is embedded within the curriculum and wider school practice. Through Thrive-informed teaching and support, children are taught to:

- develop their ability to regulate stress and emotions
- recognise and express a range of feelings
- build emotional resilience and manage challenges
- keep themselves safe
- develop healthy coping and self-regulation strategies

Thrive in Practice

All adults are committed to promoting positive behaviour and healthy relationships. Adults will:

- recognise and reinforce positive behaviour and attitudes
- seek to catch children making positive choices
- establish clear, consistent expectations and boundaries
- focus on the school's values, rights and responsibilities
- help children understand how their actions affect others
- seek learning and repair when incidents occur
- provide clear structure and predictability to support regulation
- use sanctions only when appropriate, proportionate and supportive
- apply sanctions calmly, fairly and consistently, preserving dignity

Thrive supports adults to respond to behaviour in a way that is relational, consistent and focused on helping children succeed.

Appendix 3 - PLAYTIME/ LUNCHTIME CARD

Name:	Class:
Date and Time:	Member of staff:

Tick the relevant statement below:

Number	Type of behaviour	☐
1	Swearing	
2	Spoiling other children's games deliberately	
3	Hurting another child	
4	Play fighting	
5	Spitting	
6	Name calling	
7	Fighting	
8	Answering back/ arguing with an adult	
9	Abuse	
10	Throwing food on the floor	
11	Kicking under the table	
12	Other	

Please write details of the incident, including who was there, what was said and witnessed: