



Eastfield Infant and Nursery School

Behaviour Policy

1. Vision and Ethos

At Eastfield Infant & Nursery School, we believe that when adults change, everything changes. Our behaviour culture is built on the understanding that adult behaviour drives pupil behaviour, and that consistency, relationships and belonging are the foundations of a successful school community.

We are committed to creating a safe, inclusive and stimulating environment where every child:

- Feels valued, respected and a strong sense of belonging
- Is supported to learn, grow and succeed
- Is taught how to manage their behaviour and emotions

We recognise that:

- Consistency is kindness
- Behaviour is taught, not assumed
- Relationships underpin behaviour
- Belonging is a right, not a reward

2. Core Principles

Our behaviour approach is guided by the following principles:

- ✓ **Adult Behaviour First** - Adults are calm, predictable and consistent at all times. We model the behaviour we expect.
- ✓ **Visible Consistency** - Children know what to expect because all adults respond in the same way, every time.
- ✓ **Behaviour is Taught** - Children are explicitly taught, practised and supported to develop positive behaviours.
- ✓ **Correct the Behaviour, Protect the Child** - We challenge behaviours firmly while always preserving dignity and relationships.
- ✓ **Relationships Drive Behaviour** - Connection, trust and belonging underpin all behaviour systems.
- ✓ **Repair Matters** - Every behaviour incident is followed by repair, restoring relationships and enabling growth.

3. School Expectations (see appendix B)

Our school expectations are based on three simple rules:

Kind • Calm • Co-operative

These apply to both children and adults and are taught, modelled and reinforced daily.

What this looks like:

Kind

- Using kind words and actions
- Respecting others and property
- Being helpful, caring and considerate towards others

Calm

- Using walking feet
- Managing emotions appropriately
- Listening and following instructions

Co-operative

- Following adult instructions
- Working positively with others
- Being ready to learn

Each class may also have a **Class Focus** to further develop behaviour skills.

4. Adult Non-Negotiables

All staff are expected to demonstrate the following behaviours consistently:

✓ **Relationships**

- Meet and greet every child every day.
- Show deliberate “botheredness” by taking a genuine interest in children's lives, wellbeing, achievements and experiences.
- Notice and value every child, particularly those who may be quieter or less visible within the school community.
- Build positive relationships through consistent acts of kindness, encouragement and recognition.

✓ **Communication**

- Use agreed scripts and consistent language
- Keep instructions clear, calm and brief
- Use private correction whenever possible

✓ **Emotional Regulation**

- Remain calm and controlled
- Avoid emotional or reactive responses

- Use low tone, measured pace and minimal language

✓ **Consistency**

- Follow agreed systems and routines
- Deliver predictable responses
- Act as a unified team

✓ **Dignity and Respect**

- No public shaming
- No sarcasm or withdrawal of warmth
- Protect relationships at all times

5. Routines and Teaching Behaviour

Behaviour is explicitly taught through routines which are:

- Modelled
- Practised
- Re-taught regularly

Key routines include:

➤ **Legendary Line-Up (see appendix C)**

- Voices off
- Hands to ourselves
- Looking ahead

➤ **Transitions**

- Practised and rehearsed
- Clear expectations set before movement

➤ **Daily Routines**

- Entry to school
- Classroom organisation
- Lunchtime procedures

If a routine is not successful, it is re-taught.

6. Recognition and Belonging

We prioritise recognition over reward, focusing on meaningful acknowledgement rather than token systems.

We recognise:

- Effort
- Improvement
- Behaviour aligned with our 3 rules

- “Above and beyond” actions

Methods include:

- Verbal praise
- Certificates and assemblies
- Positive notes (staff, visitors, peers)
- Letters home
- Celebration opportunities

We ensure that all children are noticed, particularly those who may otherwise go unnoticed.

7. Responding to Behaviour

All responses to behaviour are:

- Calm
- Consistent
- Predictable
- Respectful

The 30-Second Script (see appendix D)

Used to address behaviour simply and clearly:

“I have noticed...”

“I need/expect you to...”

“I know you can do it because...”

“Thank you.”

Key principles:

- Give directions, not questions
- Keep language minimal
- Avoid public correction
- Do not engage in power struggles

Secondary behaviours

Secondary behaviours are the reactions that can occur after an adult has given a reminder, instruction or consequence. These may include arguing, refusing, muttering, eye-rolling, complaining, negotiating, or attempting to draw others into the situation.

Staff will avoid engaging in these behaviours in the moment. Instead, they will:

- Remain calm and focused on the original behaviour;
- Give space and time where appropriate;
- Address the issue later, when the child is regulated and ready to reflect.

By responding consistently and calmly, adults avoid unnecessary escalation and maintain the child's dignity.

8. Consequences and Accountability

We maintain clear and consistent consequences, aligned with the principle:

“You Own Your Own Behaviour”

Children are supported to understand that:

- Behaviour is a choice
- Choices have consequences

Behaviour Diamond (see appendix E)

The behaviour diamond supports:

- Recognition of positive behaviour
- Clear, stepped responses to inappropriate behaviour

Consequences may include:

- Warning
- Time to reflect
- Supported time away
- Discussion with SLT
- Parent communication

All consequences are:

- Delivered calmly
- Proportionate
- Focused on learning, not punishment

9. Repair and Restoration

Following any behaviour incident, repair is essential.

Restorative conversations include:

- What happened?
- What were you thinking?
- How did this affect others?
- What needs to happen now?
- How can we do things differently next time?

Key expectations:

- Conversations are private (whenever possible) and calm
- No forced apologies
- Focus on growth, not guilt
- Relationships are reset

Children should leave knowing:

“We are okay again.”

10. Inclusion, Regulation and Support

We recognise that behaviour can communicate an unmet need.

Staff will:

- Consider underlying causes
- Adapt expectations where appropriate
- Provide additional support for SEND and SEMH needs

During escalation:

- Prioritise safety
- Use minimal language
- Avoid reasoning or lecturing

After escalation:

- Allow time for regulation
- Provide calm, supportive repair

Safe Spaces

We recognise that some children may occasionally become overwhelmed by the noise and activity at lunchtime. To support regulation, a designated Safe Space is available within the school hall during this period of the school day.

This area provides children with access to calm, quiet activities such as:

- Colouring
- Drawing
- Simple mindfulness activities

The Safe Space is not a sanction or consequence. It is a supportive provision that allows children time to regulate, recover and successfully re-engage with play.

Teaching Regulation

Children are supported to develop self-talk strategies:

- "I can stop myself"
- "I can choose what to do next"
- "I will be OK"

11. Lunchtime and Playtime Approach (see appendix F)

All staff follow a consistent approach:

Before escalation:

- Notice positive behaviour early
- Give clear reminders

During escalation:

- Stay calm
- Use minimal language
- Prioritise safety

After:

- Short, private repair
- Reassurance and reset

Key principle:

Consistency builds safety

12. Responding to Serious Behaviour

For serious or repeated incidents:

- Senior Leadership Team (SLT) involvement is required
- Parent/Carers are informed
- Behaviour plans may be created (Individual Learning Plan/ Risk Reduction Plan)
- External support may be sought

In extreme cases, suspension and exclusion procedures may be followed in line with statutory guidance. [Cambridgeshire Guidance on Suspension and Exclusion from maintained schools and academies](#)

13. Bullying and Prejudice Incidents

Bullying is defined using:

- **STOP (Several Times On Purpose)**

All incidents:

- Are taken seriously
- Fully investigated
- Recorded and reported

We maintain a zero-tolerance approach to:

- Bullying
- Racism
- Prejudice-based incidents

14. Roles and Responsibilities

Staff

- Model expected behaviour
- Apply policy consistently

SLT

- Support staff
- Monitor behaviour

- Build relationships

- Ensure consistency

Headteacher

- Lead behaviour culture
- Provide training
- Report to governors

Parent/Carers

- Support school expectations
- Reinforce behaviour messages
- Maintain communication

Governors

- Monitor effectiveness of the policy

This policy reflects our belief that:

Behaviour is not something we control in children—it is something we grow through the behaviour of adults.

At Eastfield, we are committed to building a culture where:

- Every child **belongs**
- Every adult is **consistent**
- Every relationship **matters**

BEHAVIOUR BLUEPRINT

KIND • CALM • CO-OPERATIVE

ADULTS

Stay calm
Use scripts
Be consistent
Protect dignity
Repair relationships

TEACH BEHAVIOUR

Model ~ Practise ~ Repeat
Use routines
Re-teach expectations

RESPOND

30-second script
Private correction
De-escalation

CONSEQUENCES

Clear
Calm
Consistent
Child owns behaviour

REPAIR

Restore relationships
Use restorative questions
Reset and move forward



At Eastfield, we are...

Kind

Share Gentle Listen Play together
Help Respectful Take turns
Care for each other

Calm

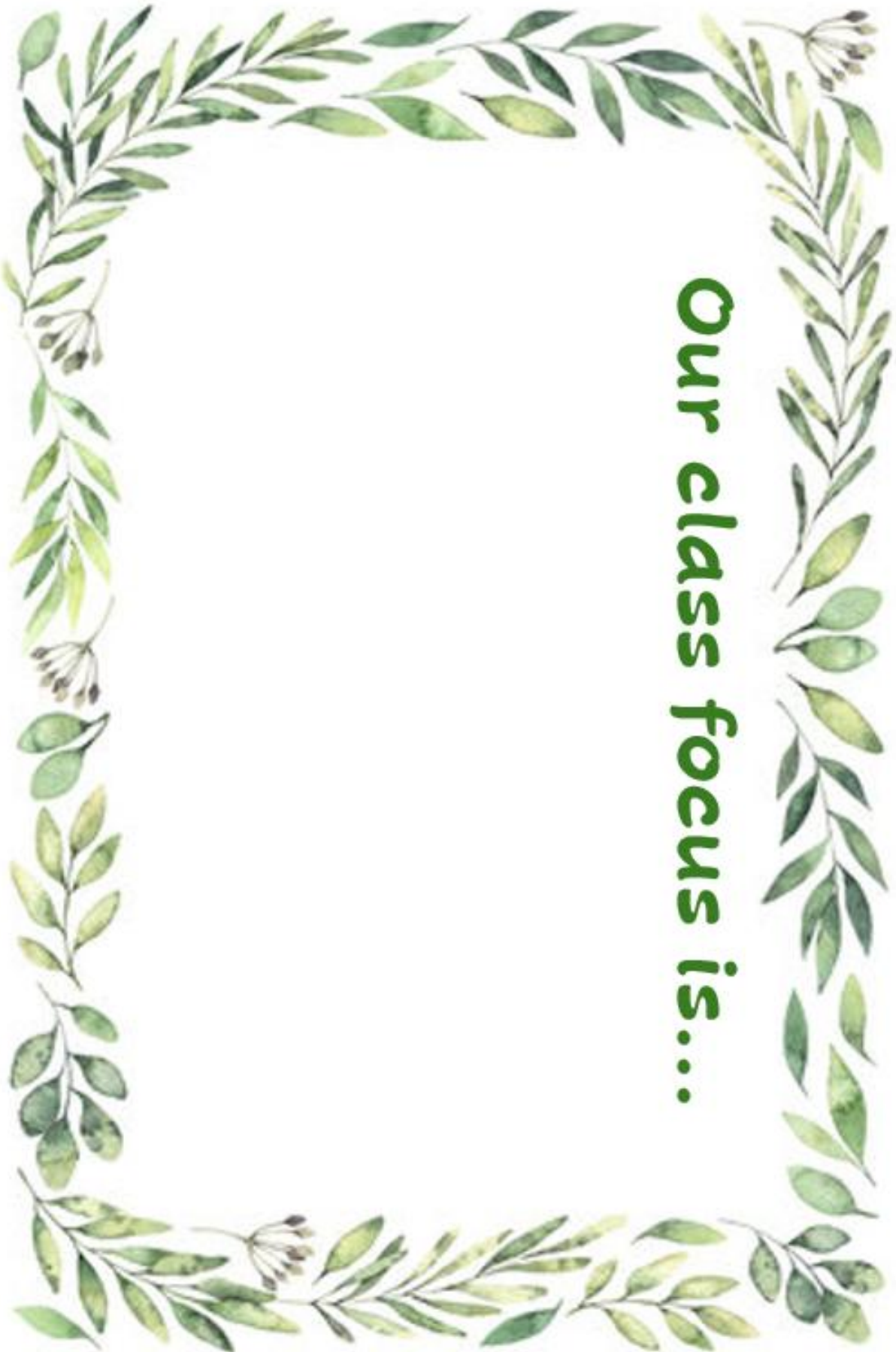
Gentle Breathe Relax Listen
Steady bodies Quiet voices
Walking feet Still
Focused Peaceful

Co-operative

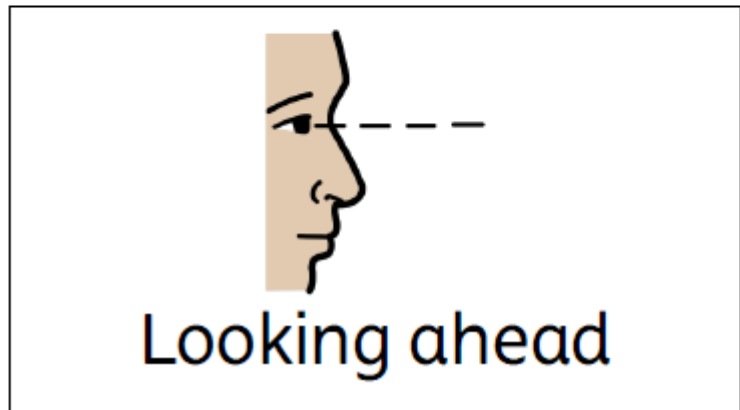
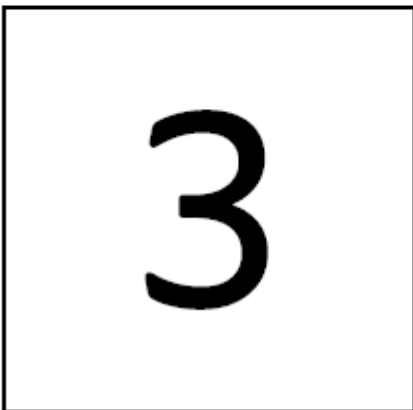
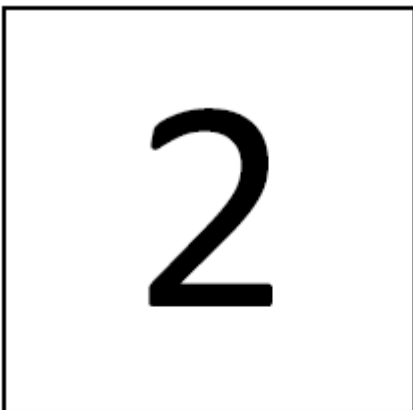
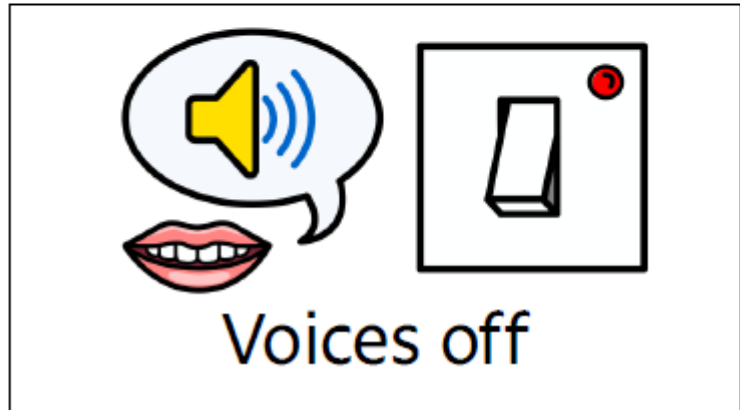
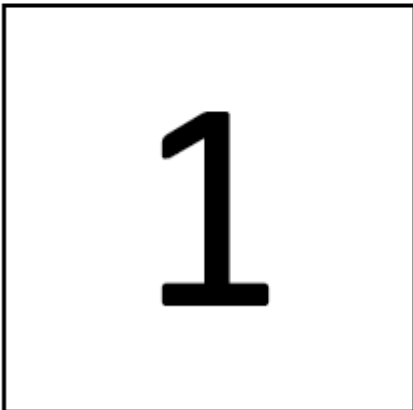
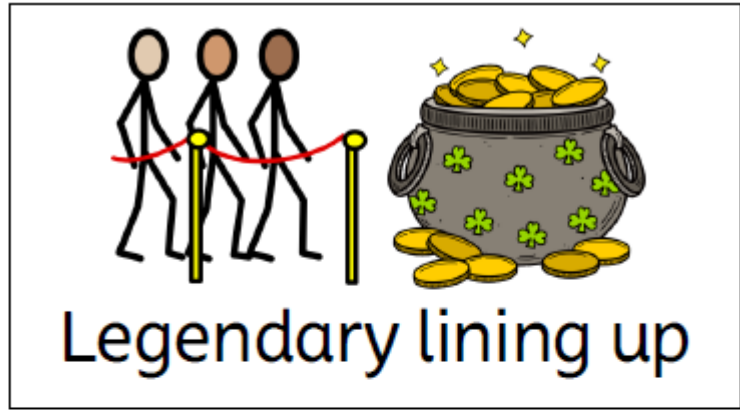
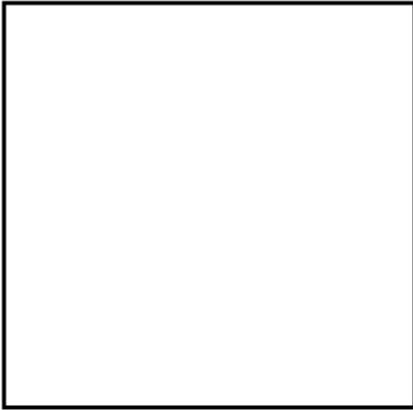
Teamwork Listen Share
Help each other Take turns
Being kind Include others
Be honest Care about each other



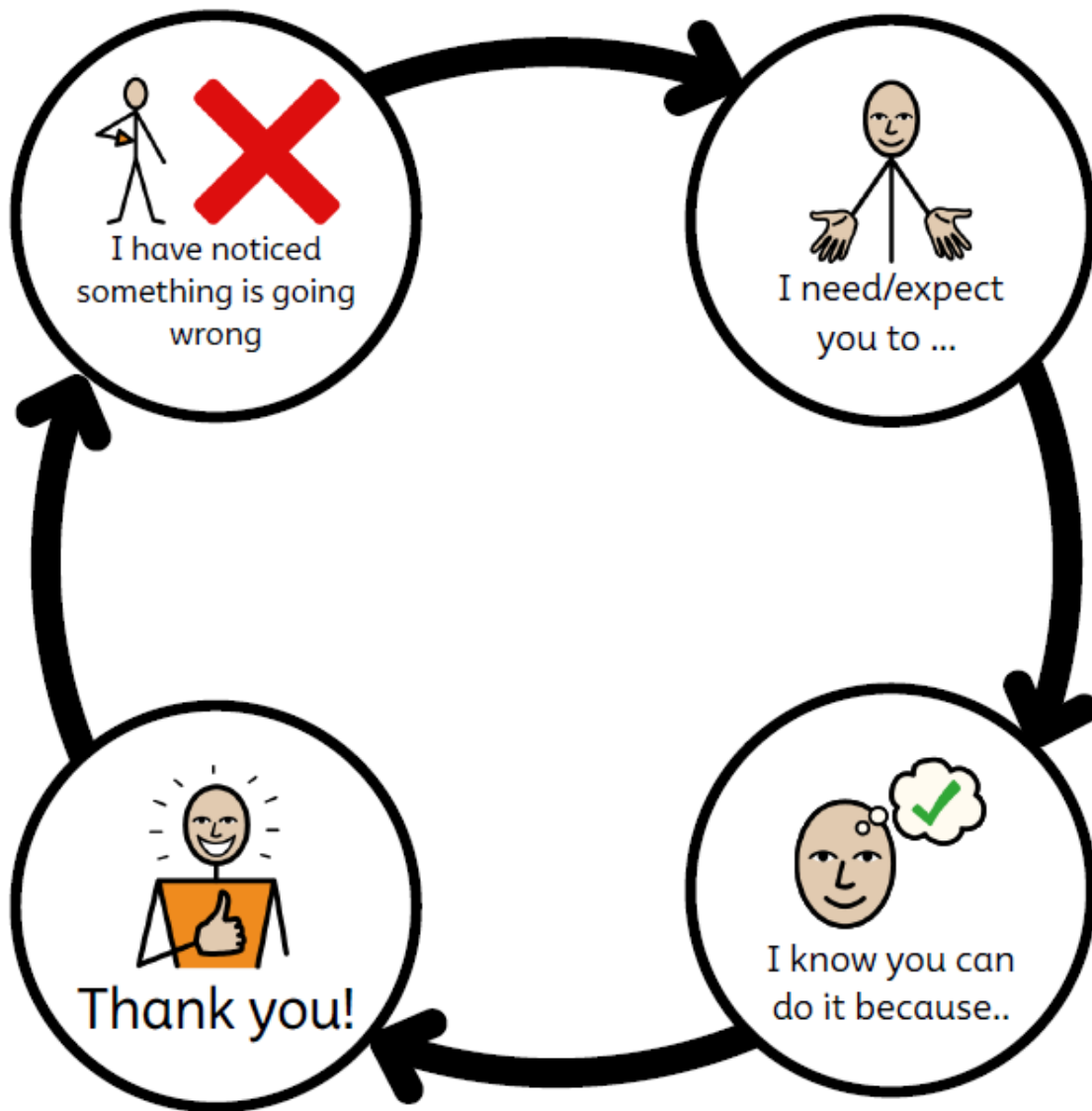
**Our current
focus is...**



Our class focus is...

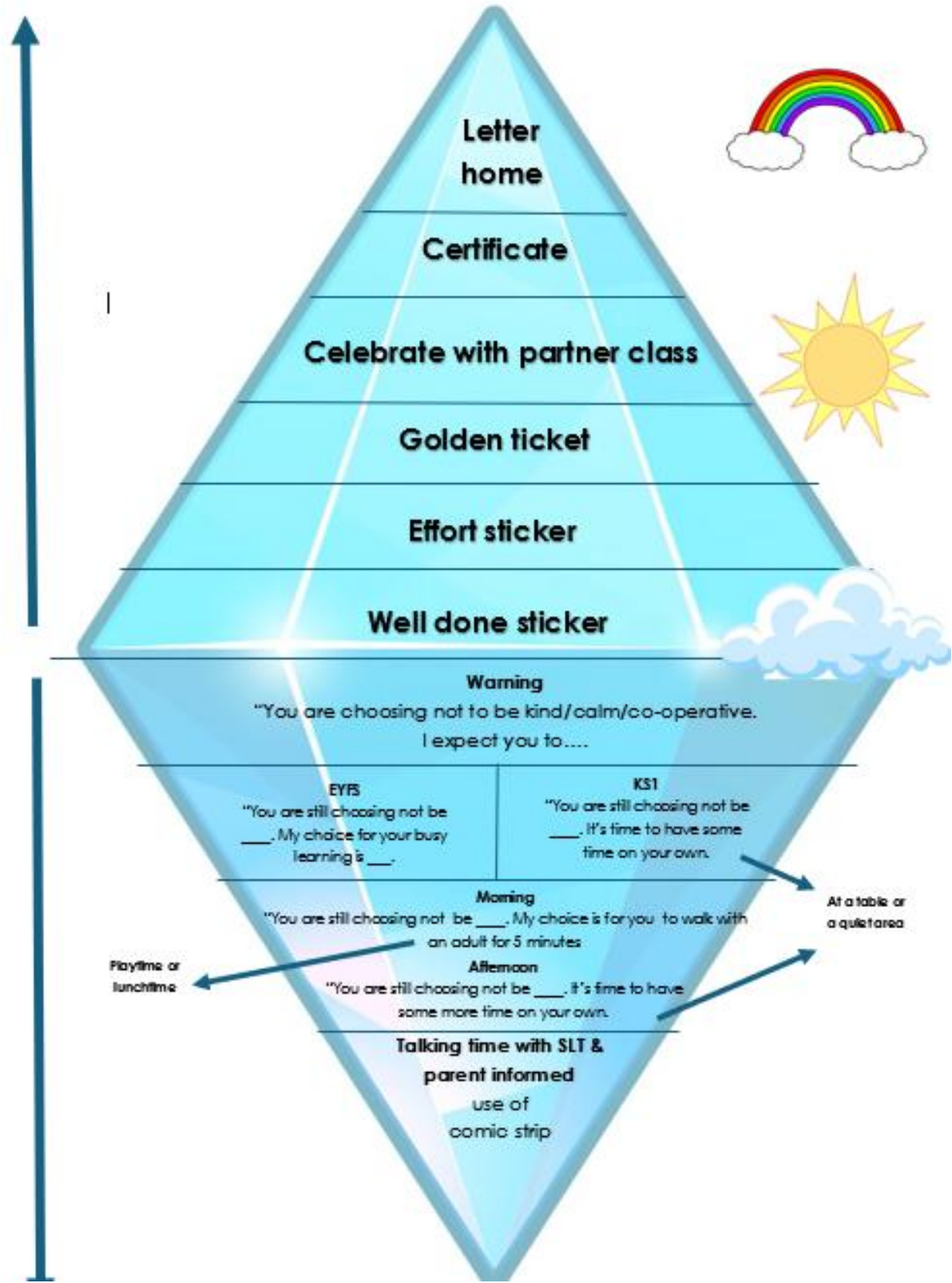


30 second script



Appendix E

The behaviour diamond



Appendix F

Lunchtime and Playtime Approach

Kind • Calm • Cooperative

Before It Escalates	Early Signs	Escalation	After
✓ Greet by name ✓ Notice positive behaviour early ✓ Give reminders before behaviour tips Say: • "Show me walking." • "Kind hands." • "You can choose to join in or choose to sit quietly." Tone: Low, calm, neutral.	Child hides, shouts, says "go away", looks agitated. Do: • Step back slightly. • Lower your voice. • Reduce your words. Say: • "You're not in trouble." • "I'll give you space." • "I'm here." Avoid: ✗ Asking lots of questions ✗ Public correction ✗ Raising your voice	Child kicking, lashing out, screaming. Priority: Safety first. Do: • Move other children calmly. • Use minimal language. • Stay steady. Say: • "I'm keeping everyone safe." • "I won't let you hurt anyone." • "You're safe." Avoid: ✗ Arguing ✗ Threatening ✗ Lecturing Remember: Reasoning doesn't work when a child is overwhelmed.	When calm: Short, private repair. Say: • "That was tricky." • "Your body got very angry." • "Next time, we can ask for space." • "We're okay." Then reset. No grudges. No sarcasm. No withdrawal of warmth.

Our Adult Non-Negotiables

- ✓ We stay calm
- ✓ We use agreed language
- ✓ We protect dignity
- ✓ We repair relationships
- ✓ We act as one team



ADULT RESPONSE FLOWCHART



Appendix H

Conflict resolution

Stage 1 – Wait

- Give children the opportunity to calm down before talking about the incident
- This could be sitting on a bench, walking with an adult or having some thinking time.
- If the child is too emotional to choose a way to calm down, then offer options.
- “Would you like to sit here for 5 minutes or come for a walk with me?”

Stage 2 – Discussion

- Ensure crowd has dispersed and listen to 1 person at a time.
- “We are going to take turns. I will listen to ____ first and then I will listen to ____”.
- If the other child tries to talk over say “I’m just listening to ____, your turn is next”.
- “What’s just happened?” Show good listening and get down on their level. Repeat back to them what they have said. “Is that correct?”
- Encourage feelings words and then acknowledge feelings. “I’m sorry you feel sad.” - “I can see you feel angry.”
- Reflect their feelings to the other child. “Can you understand why they feel like that?”
- Then listen to the next child following the same script.
- Make sure you have heard everyone. “Have I spoken to everyone that was involved?”

Stage 3 – Resolution

- “Ok, so what are we going to do?”
- Make suggestions on how to resolve the situation but do not solve it for them. Offer choices and encourage the children to make the choice together.
- “Is everyone happy we have solved this?”
- “Are you ready to go and play?”

Stage 1 - Wait	Stage 2 – Discussion	Stage 3 - Resolution
Would you like to sit here for 5 minutes or come for a walk with me? Let's try some calm down techniques	• We are going to take it in turns. I will listen to ____ first and then I will listen to ____. • I'm just listening to ____, your turn is next. • What's just happened? • (Summarize what they have said) Is that correct? • I'm sorry you feel sad. • I can see you feel angry. • Can you understand why they feel like that? • Have I spoken to everyone that was involved?	Ok, so what are we going to do? Is everyone happy we have solved this? Are you ready to go and play?