

# COURT LANE INFANT & JUNIOR ACADEMIES



## Recognising Effort and Behaviour Policy

**2025-26**

**Approved by:** Local Governing Board

**Last reviewed on:** 03/09/25

**Next review due by:** September 2027

## Policy Statement

This policy outlines our relational approach to behaviour, rooted in the core values of Court Lane Academies. It supports the creation of a well-ordered, safe, and secure environment where children can develop a love of learning, and where effective teaching and learning can take place.

Positive learning behaviour is essential to pupil success and requires the shared commitment of staff, pupils, parents, and governors. Consistency of approach across the school ensures that pupils clearly understand the behaviour expected of them.

The school community takes a considered and sensitive approach, ensuring all pupils feel valued, respected, and supported. Relationships are central to our practice, and this approach reflects our belief in the potential of every child to grow socially, emotionally, and academically.

This policy has links with:

- Safeguarding and Child Protection Policy
- The PSHE Curriculum
- The Equality, Diversity and Community Cohesion Policy, particularly the equality objective: *“To tackle prejudice and promote understanding relating to sex, race, religion or disability.”*
- The Inclusion Policy, including provision for SEND
- Anti-Bullying Policy

## Aims and Objectives

At Court Lane Academies, we aim to foster a positive and inclusive school ethos that enables every child to thrive and contribute meaningfully to the school community.

We will:

- Provide opportunities for children to reflect, develop their independence, self-discipline, and a sense of responsibility towards themselves and others.
- Encourage all members of the school community to show pride and respect for themselves and others, and to be responsible for their actions and the impact those actions have on others.
- Develop and maintain positive relationships between pupils and adults so children feel safe, valued, respected, and treated fairly and consistently.
- Promote a consistent approach to behaviour that is understood, explicit, and fair.
- Help children learn to reflect on their experiences, with opportunities to express problems and be listened to.
- Respect and celebrate children’s individuality, fostering a sense of happiness and well-being in themselves and their learning experiences.
- Teach children, through modelling by adults, to recognise and celebrate positive behaviour and their own successes.
- Establish a consistent system for acknowledging effort and positive behaviour, supporting the development of intrinsic motivation.
- Involve children in composing, establishing, and evaluating their behavioural goals and classroom expectations.
- Provide challenging learning opportunities where all pupils can succeed.
- Ensure our approach to behaviour is flexibly consistent to meet the specific needs of individuals, in line with our inclusive practice.

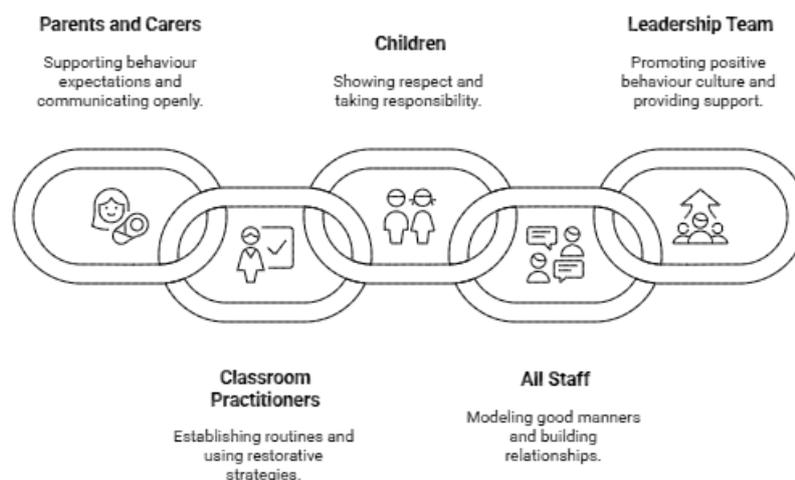
## Core Principles

This policy is guided by the following principles:

- **Relationships First** – Positive and trusting relationships between pupils and adults are at the heart of our approach. These relationships create a safe and respectful environment where children can thrive.
- **Regulate, Relate, Reason** – We support children in managing their emotions by helping them to regulate first, build connection through relating, and then engage in reasoning and problem-solving.
- **PACE Approach** – We use Playfulness, Acceptance, Curiosity, and Empathy to respond to children in a way that promotes security, resilience, and mutual respect. (see Appendix 1)
- **Restorative Practice** – We address conflict and harm through restorative conversations that focus on repairing relationships, understanding impact, and moving forward positively.
- **Behaviour as Communication** – We recognise that all behaviour is a form of communication and seek to understand the underlying needs or emotions driving it.
- **Behaviour is Learning** – Behaviour develops at different rates for each child. It needs to be taught, reinforced, and practised over time, just like any other area of learning. Mistakes are seen as opportunities for growth.
- **Trauma-Informed and Attachment-Aware** – Our practice takes into account the impact of trauma and attachment on children’s development, behaviour, and relationships, ensuring responses are sensitive, supportive, and inclusive.

## Roles and responsibilities

All members of our school community share responsibility for supporting positive conduct, ensuring that everyone feels safe, respected, and able to learn.



### Parents and Carers

- Work in partnership with the school to support behaviour expectations.
- Encourage children to show respect, responsibility, and kindness at home and school.
- Communicate openly with staff about any circumstances that may affect a child’s behaviour or well-being.
- Support the school’s restorative and positive approaches to resolving difficulties.

## Recognising Effort and Good Behaviour Policy

### Classroom Practitioners

- Establish clear, consistent routines and expectations that promote a positive learning environment.
- Model respectful, fair, and caring behaviour in all interactions.
- Use restorative and inclusive strategies to support children in managing behaviour.
- Provide opportunities for children to learn and practise positive behaviour, recognising progress and effort.

### Children

- Be ready to learn, try their best, and accept support when needed.
- Show respect for themselves, others, and their environment.
- Take responsibility for their actions and consider their impact on others.
- Participate in restorative practices to repair relationships and move forward positively.

### All Staff

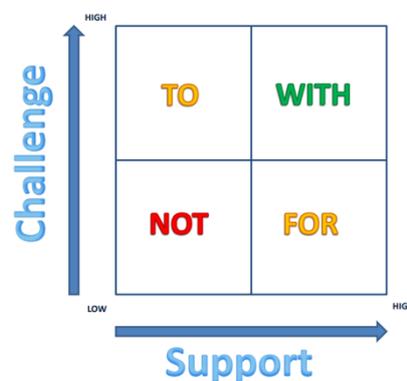
- Build positive relationships with all members of the school community, modelling the school's values in daily practice.
- Recognise behaviour as a form of communication and respond with empathy and curiosity.
- Contribute to a consistent, fair, and trauma-informed approach to behaviour across the school.
- Support colleagues and seek guidance when additional strategies are needed.

### Leadership Team

- Lead and promote the school's positive behaviour culture.
- Provide training, support, and resources for staff to implement the policy effectively.
- Monitor and review behaviour systems, ensuring they meet the needs of all pupils.
- Communicate regularly with parents, carers, and governors about behaviour and well-being.
- Ensure the school remains trauma-informed, attachment-aware, and inclusive in its practice.

## Responding to Behaviour

### Praise in Public, Remind in Private



## Recognising Effort and Good Behaviour Policy

Our approach to behaviour across both the Infant and Junior Academies is rooted in the belief that all children deserve a nurturing environment where they feel safe, respected, and supported to achieve their best. While rewards and specific responses to behaviour may vary between the academies (see appendices), the principles that underpin them remain consistent and aligned.

We use Dan Hughes' PACE approach (Playfulness, Acceptance, Curiosity, Empathy) to build trusting relationships and to respond to behaviour in a way that promotes emotional security and positive self-esteem. Alongside this, we apply the six principles of restorative practice, ensuring that when difficulties arise, the focus is on repairing relationships, understanding impact, and moving forward constructively. This approach encourages responsibility, accountability, and reconciliation, fostering high standards of positive behaviour throughout our community.

Our practice is also guided by the United Nations Convention on the Rights of the Child (UNCRC), ensuring that pupils' rights are respected and responsibilities upheld in all aspects of school life (see Appendix 4). Each year, families are provided with a Home-School Agreement which sets out the shared expectations for effective learning, safety, and collaboration. This agreement is signed by children, parents and carers, and school staff, affirming the partnership between home and school in supporting positive behaviour and learning.

Adults in school work closely with children to ensure they understand these expectations and to help them develop the skills and strategies needed to meet them. Collaboration and communication with parents and carers is vital to provide children with a consistent approach to expectations in school. Reasonable adjustments will be made if an adapted approach is required, and additional professional advice may be sought to ensure the right support is in place. Behaviour is supported through teaching, modelling, encouragement, and reflection, with the aim of guiding children towards self-regulation, respect, and responsibility.

### **Responding to positive behaviour**

Recognising and reinforcing positive behaviour encourages repetition and supports a positive climate. Please see appendices for specifics used in each academy.

Strategies used in both academies to acknowledge positive behaviour include:

- **Private or public praise** (verbal or written)
- **Positive rewards** (points systems, class rewards, individual reward targets)
- **Recognition certificates** (Star of the day, Merits, house points)
- **Class-based rewards** (e.g. extra free time, group challenges)
- **Leadership recognition** (visits to members of the leadership teams)

*Our focus is on effort, improvement, and contribution over compliance or high performance alone.*

### **Responding to negative behaviour**

Court Lane Academies are relational and restorative schools. We use restorative processes to bring together those harmed and those responsible, so all can contribute to repairing harm and finding a positive way forward.

## Recognising Effort and Good Behaviour Policy

Adults consider a child's state of regulation before addressing behaviour, ensuring the child is calm, able to listen, and able to reflect. Children are encouraged to use the 5 Point Scale (see appendices) to monitor and manage their regulation.

Adults help children understand the consequences of their behaviour—both positive and negative. Consequences highlight the impact of actions and help establish secure boundaries. They should be natural or logical, clearly linked to the behaviour, and explained as the result of a choice. A different choice would lead to a different consequence.

Examples of natural consequences:

- Hurting another pupil may result in getting hurt themselves.
- Being unkind to someone may cause that person not to want to play with them.

Logical consequences follow the 3Rs:

- **Related** – directly connected to the behaviour.
- **Respectful** – avoids blame or shame.
- **Reasonable** – accepted as fair by both child and adult.

Examples of logical consequences:

- Tripping peers in the lunch queue → queue with an adult.
- Breaking something in anger → 'time-in' with a key adult to regulate; once calm, help repair the damage.
- Waving scissors → scissors removed for the rest of the lesson.
- Unkindness at breaktime → restorative conversation; supervised play in a different space.

Adults respond with calm consistency, using a clear stepped approach:

- **Step 1 – Reminder**  
Gentle, non-confrontational reminder of expectations.  
*"Remember, we walk in school to keep everyone safe."*
- **Step 2 – Caution**  
Clear choice and chance to reflect.  
*"You can choose to stay focused and finish, or we'll need to catch up at break."*
- **Step 3 – Consequence**  
Logical or natural response if behaviour continues.
- **Step 4 – Restoration**  
Supportive conversation to repair relationships and encourage reflection, asking:
  - What happened?
  - What were you feeling?
  - Who was affected?
  - What needs to be done to put it right?

In these interactions, all involved—children, staff, parents, carers, and community members—agree to:

- Speak calmly and respectfully
- Listen and work together
- Be honest and open

## Recognising Effort and Good Behaviour Policy

- Try to understand each other's views
- Seek solutions that repair harm
- Avoid put-downs, shouting, or sarcasm

## The Six Principles of Restorative Practice

1. **Respect** – Value differences and listen to each other's perspectives.
2. **Be Accessible** – Be present, listen actively, and show you are engaged.
3. **Restore** – Encourage, support, and share with one another.
4. **Neutrality** – Focus on the issue, not the person; listen to all sides with empathy.
5. **Voluntary** – Participation should be willing and open.
6. **Safety** – Ensure emotional and physical safety, with confidentiality respected.

## Incidents of a Serious Nature

Serious or persistent incidents will be referred to the Pastoral Team, Headteacher, Deputy Head, Assistant Headteacher, or SEND Leader. These incidents are managed in close partnership with the child, parents/carers, and relevant staff to resolve concerns. Where necessary, a Pastoral Support Plan (PSP) will be implemented.

If a pupil repeatedly displays behaviours that disrupt teaching and learning, the following steps may be taken:

- Careful monitoring and recording of behaviour.
- Discussion with the Senior Leadership Team (SLT) or pastoral team to decide on appropriate support, which may include targets within an Individual Learning Plan (ILP), Education Health and Care Plan (EHCP), or PSP.
- Meetings with parents/carers to agree actions and timescales.
- Regular discussions with the child to review progress.
- Engagement with external agencies, where appropriate, to provide additional support.

Outside agencies may include: the School Attendance Service, Social Services, Educational Psychology, Family Support Services, Multi-Agency Behaviour Support (MABS), and Early Help.

## Special Educational Needs

Where a pupil is on the SEND register for SEMH or has behaviour linked to a disability, reasonable adjustments will be made in line with the Equality Act 2010 and DfE technical guidance for schools. Adjustments will be agreed with the child, parents/carers, and staff, and outlined in the child's support plan.

## Suspensions and Exclusions

Court Lane Academies follow DfE statutory guidance on Behaviour in Schools (2022) and Suspension and Permanent Exclusion guidance (2022).

- Serious or repeated breaches of the behaviour policy may lead to an internal sanction, where a pupil works in an alternative supervised space before returning to class. Parents/carers will always be informed.

## Recognising Effort and Good Behaviour Policy

- In rare cases, a fixed-term external suspension may be necessary. This can be issued where:
  - there is a serious breach, or persistent breaches, of the behaviour policy; and/or
  - allowing the pupil to remain in school would seriously harm the education or welfare of others.
- A pupil may be suspended for one or more fixed periods, or permanently. Behaviour outside of school may also be considered when deciding on suspension or exclusion.
- All decisions will follow statutory DfE guidance and the principles of fairness, proportionality, and inclusion.

**Appendix 1**

**PACE approach**

**P – Playfulness**

**A – Acceptance**

**C – Curiosity**

**E – Empathy**

**Playfulness:**

Your voice, your touch and your eye contact are important. Keep your tone of voice light and engaging when you speak to the child. Take the opportunity to be spontaneously playful – share a child’s world of feelings in a light hearted way whilst being wary of a child who may not be feeling happy and could be sensitive to that. Don’t tease. Your mood will affect your ability to ‘play’. Care for yourself too.

**Acceptance:**

You may not accept the child’s behaviour but always accept the way they are feeling. That way they will feel valued as a person even when you address the behaviour. You will not always be able to agree with them about what they have done or what they are wishing for, but accepting how they feel will help repair the relationship. Acknowledging and accepting the way they are feeling within your boundary-setting helps the child feel safe.

**Curiosity:**

Be curious. Gently enquire about how the child is. What are their thoughts? Are they wishing for something? Try to talk about what might be the matter. Ask open questions. In making sense of the problem with the child you will be helping them to understand themselves. They will see you as someone who is interested in them, wanting to help them work things through and make sense of how they feel. Trust will grow and behaviour is likely to improve.

**Empathy:**

This is at the heart of curiosity and acceptance. Try to put yourself in the child’s shoes. Feel and think with them. Imagine yourself in their position. See the situation through their eyes. Use your voice-tone and facial expression to show that you are empathetic. Focus on their experience, not on their behaviour or an incident. This will help the child feel understood and to make sense of what they are feeling and how they have behaved.

## **Appendix 2**

### **Court Lane Infant school – Reward and Behaviour Strategies**

Rewards may be for an individual or the whole class and be immediately received or recognised over time.

#### Individual rewards

Specific verbal praise, stickers, notes/messages home, star of the day and star of the week are all ways adults will recognise success and motivate children to want to be and do their best. They may receive recognition for showing the following:

- Showing learning powers – Resourceful, Risk taking, Reflective, Relating to others, Resilience
- Showing their best learning
- Demonstration of positive attitudes to learning
- Politeness and manners
- Excellent or improved presentation
- Representing the school
- Helping with jobs

#### Class rewards

Whole class incentives will also be used. The children and their teacher will set a class target and decide the reward they will receive when they successfully achieve their target. Rewards may be additional free time, a class game/activity or celebration. Classes will also work toward earning a learning power mascot to join the class for the week.

Mascots will join classes as follows:

**Ready Robin** will join the class who have shown they are **resourceful**.

**Challenger** will join the class who have shown they are **risk taking**.

**Thinker** will join the class who have shown they are **reflective**.

**Chatto** will join the class who have shown they are **relating to others**.

**Sticky** will join the class who have shown they are **resilient**.

#### Behaviour Strategies

- Every day is a fresh start
- Adults will use a quiet reminder of the behaviour they would like to see (we are all ... / time to ... /please ...")
- If the child continues to display unwanted/dysregulated behaviour, then the adult will use the 4 step process outlined in the *responding to negative behaviour* section of this policy.
- In more serious or persistent cases there will be conversations with children and parents and resolutions agreed. Records are kept of these discussions.

Teachers use their professional judgment for children unable to cope with general rewards and consequences and will use an alternative system to support as agreed with the child, their parents, SEND team and other agencies.

Children are to be given every opportunity to demonstrate desirable behaviour after reflection.

**Appendix 3**

**Court Lane Junior Academy – Reward and behaviour strategies**

The award of house points is a whole school rewards system which counts towards personal and team gain. The aim of this school wide system is to ensure a consistency of approach in motivating pupils in their learning and behaviour. The school wide system should be understood by all and enable the whole school celebration of success.

In principle, pupils work towards levels of achievement;

Bronze (50 house points), Silver (100 house points), Gold (200 house points).

The aim is that this is for applied effort;

- All pupils should achieve Bronze in an academic year
- Most pupils should achieve a Silver award
- Some pupils will achieve the Gold Award

House points may be earned for:

- Following school rules – ready, respectful, responsible
- Very good learning for that child
- Demonstration of positive attitudes to learning
- Beautiful manners
- Excellent or improved presentation
- Representing the school
- Jobs

**Behaviour Strategies**

- Immediate quiet reminder, look or name said
- Children are to be given every opportunity to demonstrate desirable behaviour after reflection
- Process - see behaviour policy
- In more serious or persistent cases there will be conversations with children and parents and resolutions agreed. Records are kept of the discussions.

Children are to be given every opportunity to demonstrate desirable behaviour after reflection.

School rules 3 Rs

The 3Rs	Ready	Respectful	Responsible
			
In the classroom:	<ul style="list-style-type: none"> <li>• Arrive on time and have the right equipment ready (e.g. pencils, books, PE kit).</li> <li>• Listen carefully and follow instructions.</li> <li>• Sit properly and pay attention during lessons.</li> <li>• Show enthusiasm and try your best in all tasks.</li> <li>• Have a positive attitude toward learning and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Put up your hand and wait your turn to speak.</li> <li>• Listen quietly when others are talking.</li> <li>• Look after classroom equipment and tidy up after yourself.</li> <li>• Respect your teacher and classmates by using kind words.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete classwork and homework on time.</li> <li>• Notice mistakes and correct and learn from them.</li> <li>• Help tidy the classroom or hand out materials.</li> <li>• Take ownership of your own learning and behaviour.</li> </ul>
On the playground:	<ul style="list-style-type: none"> <li>• Stand still and listen on the first bell and go to your class calmly and quickly when the second bell rings.</li> <li>• Be prepared to stop play and return to class when asked.</li> <li>• Join in games fairly and take turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Play games fairly and follow the rules.</li> <li>• Use kind words and include others in games.</li> <li>• Respect adults on duty and follow their instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Look out for others and tell an adult if someone is hurt or upset.</li> <li>• Take care of school property and play equipment.</li> <li>• Know when to walk away from arguments and seek help if needed.</li> </ul>
Around school:	<ul style="list-style-type: none"> <li>• Listen to and follow directions given by adults.</li> <li>• Offer help when others need it.</li> </ul>	<ul style="list-style-type: none"> <li>• Use polite language with others.</li> <li>• Walk silently during lesson times.</li> <li>• Respect others' personal space and property.</li> </ul>	<ul style="list-style-type: none"> <li>• Only bring the correct items to school and store them sensibly.</li> <li>• Report any spill, mess or unsafe behaviour to adults.</li> <li>• Follow school rules without reminders.</li> </ul>
With others:	<ul style="list-style-type: none"> <li>• Be open to making new friends and including others.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak politely to everyone, including peers, staff, and visitors.</li> <li>• Show empathy by trying to understand how others feel.</li> <li>• Celebrate differences and avoid teasing or unkindness.</li> </ul>	<ul style="list-style-type: none"> <li>• Be honest and trustworthy.</li> <li>• Help younger children or those who seem lonely.</li> <li>• Think before you act, especially if it might affect someone else.</li> </ul>

**Appendix 4**

**Our Rights and Responsibilities**

At Court Lane Academies, we believe everyone has rights. We all have a role in respecting those rights for ourselves and others. Rights specifically for children have been ratified by the United Nations in the Convention on the Rights of the Child.

**Article 12 – Right to Be Heard**

😊 You can share your thoughts.  Responsibility: Listen to others with respect.

**Article 28 – Right to Learn**

😊 You can go to school and learn.  Responsibility: Try your best and let others learn too.

**Article 19 – Right to Be Safe**

😊 You must be kept safe from harm.  Responsibility: Be kind and help keep everyone safe.

**Article 24 – Right to Health**

😊 You deserve food, water, and healthcare.  Responsibility: Make healthy choices and help others to do the same.

**Article 15 – Right to Join Groups**

😊 You can meet and play with others.  Responsibility: Include everyone and play fairly.

**Article 29 – Right to Grow and Achieve**

😊 Education should help you reach your potential.  Responsibility: Respect others and always try your best.

**Article 31 – Right to Play and Rest**

😊 You can play, relax, and have fun.  Responsibility: Take turns, share, and look after play areas.

**Article 14 – Right to Beliefs**

😊 You can believe what you choose.  Responsibility: Respect others' beliefs and ideas.