

# BURLINGTON INFANT AND NURSERY SCHOOL

## **POLICY TITLE: Behaviour Policy**

**Persons with Responsibility:** Michelle Docwra Inclusion Manager

### **Key Legislation:**

Education Act 2002, Kingston's Exclusion Guidance Booklet for Head Teachers,  
Section 89 of the Education and Inspections Act 2006

### **Documents consulted:**

Equality Act 2010  
Use of Force Guidance DCSF (2010)  
Physical Intervention Policy

<b>Policy History:</b>				
<b>Issue No.</b>	<b>Date</b>	<b>Author</b>	<b>Summary of Changes</b>	<b>Next Review Date</b>
1	Oct 2012		Replaces behaviour and discipline policy	Summer 2014
2	Feb 2014	SYW	Slimmed down, layout and ABC proforma	Spring 2016
3	Nov 2016	SYW	Reviewed	Autumn 2018
4	October 2018	MD	Reviewed	Autumn 2021

**Approved by Governors at a meeting on :**

**Please refer to signed minutes of this meeting**

**Policy Storage: see footer**

# **BURLINGTON INFANT AND NURSERY SCHOOL**

## **BEHAVIOUR POLICY**

**This policy applies to all staff, visitors, parents/carers and children who enter our school.**

### ***Our Aims:***

At Burlington Infant and Nursery School, we are committed to supporting children's learning through promoting positive behaviour, and creating a safe and happy environment where they feel confident and comfortable to play and learn. We aim to help all children develop in their personal, social, emotional and moral development to include the following:

- All children and adults show respect and consideration for themselves, others and for our environment.
- All children to take responsibility for their own actions.
- All children to have the freedom to experiment and make mistakes within clearly understood expectations and boundaries
- All children to have the opportunities to begin to understand the consequences of their own actions.
- These strategies are to be continuously reviewed to ensure they remain effective.

### ***Our Objectives:***

We recognise that all children have different starting points and experience a range of feelings day to day, as well as during difficult times in their lives, which may cause them to be e.g. cheerful, friendly, angry, excited or aggressive. We believe that all children can learn to behave appropriately when given support through:

- Time, understanding, acceptance, respect and encouragement
- Developing warm, purposeful and positive relationships with children
- All staff, parents and visitors to have a shared and consistent understanding of the behaviour strategies to be used, to enable children to behave appropriately within the boundaries that are set.
- Clear routines, structures and organisation in order to maintain a calm environment
- All staff to take immediate action to deal with and record any issues that may arise.
- All staff to maintain agreed standards and strategies.
- Positive role models to set appropriate examples
- Promoting good behaviour through the curriculum, through our school's **Golden Rules** and **The 5 Skills** (see appendix 1)

### ***What is appropriate and positive behaviour?***

Appropriate behaviour ensures the safety of each child and adult, and that the environment is treated with care and respect.

These behaviours show how children are following the Golden Rules and the 5 Skills. This may include:

- Thoughtful acts – e.g. helping peers/staff
- Caring – e.g. comforting peers when they are upset/injured
- Sharing – e.g. taking turns appropriately, offering a toy to a peer
- Including – e.g. inviting less-confident peers to join in
- Tidying up resources carefully
- Taking responsibility for own actions – e.g. picking up toys they knocked over, saying sorry if they have upset another child/adult
- Listening to others

### ***What is unacceptable behaviour?***

There are some kinds of behaviour that we cannot tolerate. These are behaviours which may compromise the safety, confidence and comfort of individual children or adults, or that may result in resources and the environment being damaged or destroyed. This may include:

- Physical or verbal abuse to children, staff, visitors or parents/carers – e.g. swearing, name calling, hitting, biting, pushing
- Racial abuse, sexual harassment, physical intimidation or bullying – e.g. name calling, one child using their strength to overpower another
- Disruption of other children's learning, play or purposeful activity – e.g. by taking away equipment
- An uncaring attitude to the school environment and resources

### ***How do we deal with unacceptable behaviour?***

- All staff share equal responsibility in dealing with inappropriate or unacceptable behaviour, straight away. The class teacher will be informed, and the behaviour will be discussed at the end of the day, or as soon as practicable.
- Our Behaviour Ladders provide staff with graduated responses to inappropriate behaviour within the school and the outdoor areas. These are available on request.
- We set a positive example with our own behaviour. We have a shared understanding of appropriate behaviour and are familiar with the written guidance which sets out good practice strategies we need to employ when dealing with any unacceptable behaviour in the setting (see Physical Intervention Policy).
- We respond to unacceptable behaviour in a positive, firm and calm manner, at a level appropriate to the child's maturity and level of understanding. The following may be used:
  - ✓ Discussing with the child why the behaviour is unacceptable. Remind the child of the Golden Rules.

- ✓ Rectifying the situation or thinking about how their actions have affected others.
- ✓ Considering how to behave more appropriately in the future.
- ✓ Children may be given 'time-out' from the environment/activity to allow them time to calm down or 'reflect'. This should be only for a short period of time; usually the total number of minutes will be commensurate with the age of the child (e.g. a maximum of 3-4 mins for a nursery child).
- ✓ Time wasted in lessons – miss *some* playtime/Golden Time to complete the work missed.
- ✓ The teacher will contact the parent/carer and keep a written record. Parental support and involvement is essential.
- ✓ Send the child to year group leader.
- ✓ The Deputy or Head Teacher is involved as appropriate.
- ✓ Call for a parent/carer to take the child home – used when the child is refusing to obey a member of staff and is felt to be out of control.
- ✓ Exclusion – see Kingston's policy and guidelines.
- ✓ We use SIMS to log and monitor behaviour across the school.

**If any child swears or is physically abusive to a member of staff, the teacher must seek the Deputy or Head Teacher immediately.**

- In extreme circumstances, during instances where a child's behaviour may result in physical harm being caused to another person or themselves, it may be necessary for a member of staff to physically intervene or restrain a child. This is done in accordance with our **Physical Intervention Policy**. Any incidents involving restraint or positive handling are recorded and parents are informed at the end of the session.
- We will inform parents/carers of any incidents of unacceptable behaviour, and support them to reinforce positive behaviour in their children. We will use ABC charts (appendix 2) to understand and pre-empt any difficulties in behaviour and to work in partnership with parents to support the child. The Inclusion Leader may offer support where specific strategies are needed to support a child's behaviour. In extreme cases, the Deputy Head or Head teacher maybe asked for support to deal with a situation.
- We have a contract of employment which includes acceptance of all the school policy documents.
- Any infringement of this would have to be dealt with by the Head Teacher and any complaints by parents/carers would need to be logged as part of the complaints policy and the procedures for dealing with this would have to be followed.

### ***How is the policy supported by the curriculum?***

We aim to help all children to have a responsible, mature and considerate attitude to others and the environment and to treat each other accordingly.

To support this end, careful consideration will be give to the planned curriculum both inside and outside. The whole school PSHE curriculum sits alongside the curriculum for the Early Years Foundation Stage and the National Curriculum which forms the basis for our planning, highlighting the importance of providing opportunities and experiences to talk, to share, to turn take, to discuss our feelings and support each other in a caring and

considerate manner. Celebration assemblies are used to reinforce the 'good deeds' and desired behaviours that we expect in our school. Good behaviour and kind acts are also celebrated on our Good Deeds board.

Opportunities will also be set aside for discussion, both at individual and at group level to discuss issues as and when they arise.

## APPENDIX 1

### **Golden Rules**

The school has a set of **Golden Rules** in place for promoting positive behaviour and for dealing with unacceptable behaviour. These are :

- |                           |  |
|---------------------------|--|
| Do be gentle              | Do not hurt anybody                      |
| Do be kind and helpful    | Do not hurt anybody's feelings           |
| Do work hard              | Do not waste your or other people's time |
| Do look after property    | Do not waste or damage things            |
| Do listen to other people | Do not interrupt                         |
| Do be honest              | Do not cover up the truth                |

### **The 5 Skills**

We regard the development of these important life skills as essential to developing good behaviour. We promote the positive behaviours we expect by encouraging children to do:

- Good thinking
- Good looking
- Good listening
- Good speaking
- Good concentration

APPENDIX 2

Burlington Infant and Nursery School

A.B.C. Chart

<b>Date</b>	<b>Antecedents</b> When did it happen? Where? Who else was involved?	<b>Behaviour</b> What did the child actually do?