

# BURLINGTON INFANT AND NURSERY SCHOOL

## **POLICY TITLE: Behaviour and Anti-Bullying Policy**

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

### **Key Legislation:**

Education Act 2002, Equality Act 2010  
Section 89 of the Education and Inspections Act 2006

### **Documents consulted:**

Use of Force Guidance DCSF (2010)  
Physical Intervention Policy, Kingston's Exclusion Guidance Booklet for Head Teachers

| <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             |
| 5                      | October 2020 | SYW           | Reviewed, linked Anti-Bullying Policy    | Autumn 2022             |
| 6                      | March 2021   | SYW           | Reviewed with School Bus policy          | Spring 2022             |
| 7                      | January 2022 | MD            | Reviewed                                 | Spring 2023             |

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

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

### **Equality Statement**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for our stakeholders with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations in our community.

# **BURLINGTON INFANT AND NURSERY SCHOOL**

## **BEHAVIOUR AND ANTI-BULLYING 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 and are committed to support 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 be supported to begin to understand the consequences of their own actions.
- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

### **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 having 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)**

## Definitions: 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.

**Unacceptable behaviour:** For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low level disruption in class
- Refusal to complete classwork
- Rudeness/answering back
- Graffiti/defacing school/own/others' property

**Serious unacceptable behaviour:** Unacceptable behaviour may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, race, religion or belief, gender, and all other protected characteristics
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation, swearing/name calling/verbal abuse to children, staff or parents/carers, racist remarks, refusing to comply with disciplinary strategies - e.g. time out, running off,

deliberately disrupting other children's learning or play, e.g. by tearing up their work, taking away equipment, an uncaring attitude to the school environment and resources,

- **Bullying** – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual, using threatening language. See Anti-Bullying Policy attached.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Theft
- **Any acts of violence or aggression:** Fighting, pushing, or any aggression
- Persistent disobedience or disruptive behaviour
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

## **Roles and responsibilities**

### **The Governing Body has overall responsibility for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any significant or on-going poor behaviour, and any Social, Emotional and Mental Health needs (SEMH) related issues.
- Ensuring that this policy is written in accordance with the Equalities Policy.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

### **The Headteacher is responsible for:**

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any Social Emotional Mental Health (SEMH) - related issues that could be driving disruptive behaviour.

### **The Inclusion Leader is responsible for:**

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

- Collaborating with the headteacher and governing body, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, making referrals as appropriate.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Supporting a smooth transition to year 3 through liaising with the SENCO and other relevant staff at the junior school.
- Leading CPD on mental health and behaviour.
- Supporting teachers in the assessment of a pupil's strengths and areas for improvement in terms of behaviour and advising on the effective implementation of support.

#### **Teaching staff are responsible for:**

- Being aware of the signs of SEMH-related behavioural difficulties of the pupils in their class.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the Inclusion Leader and, where appropriate, the pupils themselves. Implementing behaviour plans as needed.
- Ensuring quality first teaching and a structured environment that supports all pupils to adhere to high expectations of behaviour in and out of the classroom.
- Ensuring equal access to education for all pupils in their class, planning carefully to address behavioural difficulties.
- Being responsible and accountable for the progress and development of all the pupils in their class.
- Keeping their class staff, Inclusion Leader and Headteacher up-to-date with any changes in behaviour.
- Logging behavioural incidents on to CPOMS and ensuring the blue behaviour form is passed on to all relevant staff.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

**All members of staff, volunteers and support staff are responsible for:**

- Adhering to this policy and sharing a collective responsibility for managing the behaviour of all pupils in the school.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, supporting pupils who display poor levels of behaviour in line with the school's policies and practices.

**Pupils are responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Conduct themselves around the school premises in a safe, sensible and respectful manner.

**Effective classroom management**

The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for inappropriate behaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Ensure pupils behave in a reasonable and polite manner towards all staff and pupils.
- Ensure pupils show respect for the opinions and beliefs of others.
- Ensure pupils complete classwork as requested.
- Support pupils to report unacceptable behaviour.
- Ensure pupils show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines

- Praise
- Rewards

### **Classroom rules**

- Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.
- Teachers ensure that classroom rules are always clear, comprehensive and enforceable, and are displayed on the classroom wall.
- Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.
- Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.
- Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.
- Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

### **Routines**

- The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.
- Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.
- Routines may include activities such as the following:
  - Handing out exercise books and pens/pencils at the beginning of the lesson
  - Once a routine has been established, the teacher models this for pupils to ensure they understand it.
- Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

### **Praise**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.

- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.
- Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.
- Praise that is given is always sincere and is never followed with immediate criticism.
- Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

## Rewards

The school understands that the most effective form of behaviour management is positive praise. We also practise highlighting the desired behaviour through rewards. When rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded
  - The school uses three different categories of rewards – these are:
- **Social** – praise and recognition, e.g. a positive phone call or message home.
- **Physical** – material rewards, e.g. tokens, stickers, postcards or certificates.
- **Activity** – activity-based rewards, e.g. extra play, free time.

Teachers may implement different types of rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

- Tokens and stickers
- Lucky tickets
- Certificates
- Free time
- Positions of responsibility, e.g. monitor
- Class celebrations
- Lucky dips
- Phone calls and emails home
- Extra breaktime
- Special privilege, e.g. non-uniform privilege

## Positive relationships and approach



Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Establishing a politeness policy to help pupils understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.
  - The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.
  - The school aims to promote resilience as part of a whole-school approach, using the following methods:

### Sanctions

When dealing with inappropriate behaviour, there may be times when sanctions must be considered. Children must be given the option to make a right choice or face a sanction. These may include:

- **Time-out:** 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-out’ must always be used purposefully, and to allow the child to reflect on their behaviour. At the end of their time out, it is important to reiterate the desired behaviour and support the child to apologise and take responsibility for their actions. This ensures that the child has closure.  
On the playground, time-out can be in the form of holding an adult’s hand, being assigned to a play zone, or sitting on a bench for an appropriate length of time.
- **Some missed playtime/Golden Time** - for time wasted in lessons to complete the work missed.
- **Sent to the Deputy Headteacher or Headteacher** - for ‘serious unacceptable behaviour’ such as fighting, bullying, swearing (see page 3).
- **Physical Intervention:** 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/Deputy Headteacher may offer support where specific strategies are needed to support a child’s behaviour. In extreme cases, the Head teacher may be asked for support to deal with a situation.

## **Anti- Bullying Strategy**

### **What constitutes bullying and how do we combat it?**

There is no legal definition of Bullying. However, it is usually defined as behaviour that is:

- Repeated and
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It can take many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online

(DfE guidance, Oct 2020)

Consistent bullying may be fairly infrequent with very young children, but behaviour and attitudes, which may later develop into bullying, can have their beginnings early on. Children may also develop vulnerability as potential targets.

### **To combat both bullying and its early signs, we adhere to the following:-**

- To ensure that the school Behaviour Policy promotes clear expectations for children's behaviour, and that it is supported by parents, children and staff.
- To ensure that the self-esteem of all children is developed so that they are less likely to become bullies or potential targets.
- To promote tolerance, understanding and respect between those working and learning in school through inclusive practices, and celebrating diversity.
- 

### **We aim to prevent children from exploring and becoming prone to bullying behaviours by the following:-**

- Through our whole school PSHE curriculum and ethos, which supports children to develop positive friendships, develop self-esteem and self-worth and to develop an inclusive outlook, celebrating difference.
- Maintaining appropriate supervision at all times and adults available at all times to give help
- Children's activities will be organised appropriately
- Children's activities monitored and records kept and tracked of any inappropriate behaviour or incidents
- Behaviour logs are shared with all relevant staff
- Ensuring that all children know and understand what is expected of them in class, in the playground and when moving around the school.
- All adults being vigilant and responsible for observing pupils and intervening on behalf of children appropriately.
- To ensure that the school Behaviour Policy and PSHE Policy are shared and supported by all staff, children and parents, accessible on the school's website and available through the school office.
- To ensure that all children feel valued and supported in overcoming difficulties.

### **We aim to support children who are vulnerable by the following :-**

- Increasing self-esteem of all children through our PSHE provision, circle times and where appropriate, social skills groups

- Showing support and concern for children's difficulties through our PSHE provision, Drama Therapy, Emotional Literacy Support and social skills groups
- Ensuring opportunities for children to talk about any difficulties through regular circle time type activities
- Ensuring that classroom work and stories told promote strategies to combat bullying and positively represent all backgrounds of children and families in the school community
- Foster class identity through class management and the school Behaviour Policy and PSHE Policy
- Ensuring that incidents of any kind are given positive endings and used as learning points
- Understanding and explaining vulnerable children's feelings
- Acting when unacceptable behaviour is observed by using appropriate strategies and recording in class Behaviour/Incident Logs on SIMS (Appendix 1)

### **The Role of Parents**

If parents are concerned about their child, in any way, including if they suspect that their child is bullying or being bullied they should discuss this with their class teacher at the earliest opportunity. The class teacher will then inform the Headteacher, Deputy Headteacher/Inclusion Leader and keep them informed of the action taken. A programme of observation and support will then be implemented.

Parents will always be informed if their child has taken any part in bullying incidents either as bully or victim and their cooperation sought in supporting their child.

We recognise that parents find it distressing if their child is upset and ask that they work with the school in seeking a solution.

### **We follow up any concerns over bullying. We take it very seriously and try to:-**

- Establish the truth
- Investigate thoroughly any immediate or subsequent incidents – with small children events that are more than a day old may be too distant to be remembered accurately
- Work with children involved to establish how to prevent a recurrence of the problem
- Protect vulnerable children
- Keep parents informed
- Support parents in good parenting skills as appropriate (See Behaviour Policy)

It is only working in collaboration with parents, that we can establish the truth and intervene effectively and appropriately.

### **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 given 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 and in the weekly newsletter.

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

### **Abuse directed at school staff from parents/carers/visitors**

At Burlington Infant and Nursery School, we do not tolerate any form of abuse from parents towards our staff. Whilst we recognise emotions can run high regarding the welfare of children we do not accept abuse of any kind. We acknowledge that sometimes misunderstandings can occur and invite parents to discuss concerns or queries in a polite and reasonable manner.

Abuse is defined as verbal or physical actions towards an individual and can take many forms, for example, shouting, swearing, emails, letters, texts, gossip. We regard any form of repeated abuse as harassment and this will lead to the school taking more serious action. We believe that any form of abuse can put the relationship between home and school at risk and as such may have a detrimental effect on children.

We regard abuse in school, including that of a personal nature, as a form of bullying and as such do not tolerate such behaviour on our school premises.

All staff are expected to be professional at all times during meetings with parents. Staff strive to resolve any incident or upset swiftly, with the best interests of the child a priority. If subject to verbal abuse from a parent, a member of staff may choose to either call upon a member of SLT for support or finish the conversation and remove themselves from the situation.

Staff subject to abuse from parents are asked to report the details of the situation to the Headteacher. Parents abusing staff will be asked to meet with the Headteacher whereby the situation will be thoroughly investigated. The findings of the investigation will be reported to the Governing Body.

Should the investigation uphold the view of the school, parents may be asked to apologise to staff to rectify the problem should this be deemed appropriate by the Governing Body. This may be undertaken verbally or in writing.

The school reserves the right to ban parents from the school premises should abuse of staff occur. Communication will then be confined to telephone calls, letters and emails.

Staff at Burlington Infant and Nursery School are committed professionals who endeavour to act in the best interest of every child in their care, within an open and trusting partnership with parents and carers.

## **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 be kind and helpful**  
**Do work hard**  
**Do look after property**  
**Do listen to other people**  
**Do be honest**

Do not hurt anybody  
Do not hurt anybody's feelings  
Do not waste your or other people's time  
Do not waste or damage things  
Do not interrupt  
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><br>When did it happen?<br>Where? Who else was involved? | <b>Behaviour</b><br>What did the child actually do? | <b>Consequences</b><br>What happened afterwards?<br>What did you do? |
|-------------|--|---|--|
|             |  |   |  |