

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 Reasonable Force Guidance DfE (2013)
Physical Intervention Policy, Kingston's Exclusion Guidance Booklet for Head Teachers
Behaviour in Schools: Advice for Headteachers and School Staff DfE (2024)
Keeping Children Safe in Education DfE (2024)
Special Educational Needs Policy; Physical Intervention Policy; Safeguarding Policy;
National College/School Bus Model Behaviour Policy 2024

Policy History:				
Issue No.	Date	Author	Summary of Changes	Next Review Date
5	July 2022	SYW	Reviewed - steps to exclusion clarified and more aligned with junior school	Summer 2023
6	June 2023	MD	Reviewed	Summer 24
7	September 2024	MD	Reviewed	Autumn 25
8	July 2025	SYW	Reviewed	Summer 2026

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

Our Aims:

At Burlington Infant and Nursery School, we are committed to promoting positive and caring behaviour, and creating a safe environment. Within our school community, it is important for children and adults to develop positive relationships grounded in mutual respect. The school is committed to:

- Praising, rewarding and promoting good behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring consistency of approach, equality and fair treatment for all.
- Challenging and disciplining poor behaviour.
- 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.

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, and ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

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.
- Monitoring and 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:

- Collaborating with the headteacher and governing body, as part of the SLT, to determine the strategic development of behaviour and SEMH provisions for the school.

- Leading CPD on promoting positive behaviour, including mental health.
- 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.

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

- Adhering to this policy and applying it consistently, sharing a collective responsibility for managing the behaviour of all pupils in the school.
- Fostering supportive relationships with pupils and treating each individual with respect
- Planning and reviewing support for their pupils with 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.
- Promoting positive and effective relationships with parents, ensuring that they feel included in their child's educational experiences, including behaviour management and support
- Dealing with behaviour calmly, fairly and consistently
- Establishing clear routines and expectations throughout the day
- Logging behavioural incidents on to CPOMS and alerting all members of SLT and relevant staff
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

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.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Staff induction, development and support

All new staff will be inducted into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. SLT will consider any appropriate training which is required for staff to meet their duties in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs. The school will seek to identify:

- Any underlying factors (for example SEND, family issues or bullying) or specific triggers (for example the time of day or specific lessons) affecting behaviour, behavioural trigger points, relevant issues and the ways in which they should be managed
- Mechanisms for escalation and referral routes to access external support where appropriate
- Has the school ensured that this pupil's parents are aware of their behaviour issues?
- Whether a special educational needs (SEN) assessment, a multi-agency assessment or external support (e.g. counsellors or alternative provision) is appropriate
- Whether the pupil was a looked after child? (e.g. did the school engage with foster carers or children's home workers, the local authority and the virtual school head?)
- Whether the use and effectiveness of any support and sanctions have been properly recorded and regularly reviewed?

General expectations:

Appropriate behaviour ensures the respect and safety for each child and adult, and that the environment is treated with care. These behaviours show how children are following the Golden Rules and the 5 Skills (Appendix 1). This may include:

	General expectations (The Golden Rules are highlighted in bold)
Consistency of approach	<ul style="list-style-type: none"> - We observe school/classroom routines and rules - We develop positive learning behaviours - We work hard. - Our adults use the same language and have the same expectations
Respect for all	<ul style="list-style-type: none"> - We care for each other and we are helpful. - We show good manners. - We listen to each other. - We treat each other with respect and tolerance. - We take care of our school and each other's property - We are honest. We admit when we have got something wrong, or have made a mistake.
Safety	<ul style="list-style-type: none"> - We are kind and gentle. - We move around the school safely and in a controlled manner. - We follow our school's e-safety and behaviour/anti-bullying guidelines. - We do not intentionally physically harm one another. - We follow school rules - We always listen to all adults in the school and follow instructions

Promoting positive behaviour

Shared language	Staff model and use the same language to ensure consistency across the school. We focus on 'good walking/sitting/listening', 'kind hands/words/feet', 'good choice'. See Appendix 1: The 5 skills.
Class Rules	Each class establishes clear class rules and well structured class routines which encompass our expectations, respect for all, and safety.
Roles and Responsibilities	Pupils are given roles and responsibilities in class and around school. Star helpers are selected each day to take on specific responsibilities in each class. Pupils are elected for various roles through the School council, ECO council and Learning council. They help keep the school safe, and promote a respectful and positive culture.
Learning behaviours within the curriculum	The Learning council developed 'Learning Characters' to support children develop their learning behaviours. Pupils are celebrated when they exhibit a learning behaviour based on one of the learning characters and this is celebrated in whole school assemblies. These characters are embedded throughout the school. Good Deed assemblies and Good Deed board celebrates acts of kindness and respect across the school.
Work in partnership with parents and carers	Praise and positive behaviour is shared with parents and carers . Parenting tips are shared each week through the newsletter. The Family Outreach Worker and Inclusion Leader run a parenting course and offer bespoke support for parents.
The role of adults	Staff model respect, tolerance, patience and professionalism with each other and the children.
Recognition displays	The Good Deed board and Learning Trees are targeted at developing positive behaviour and positive attitudes to learning . Photographs and 'good deeds' of children are displayed on the Good Deed board to celebrate good behaviour. Photographs of children with their learning behaviours are displayed on the Learning Trees. The Learning Council nominate two children in their class each week for the Learning Tree. Pupils can also recognise positive behaviour in their peers to go on the Good Deed board.
OPAL Lunch time play	OPAL (Outdoor Play and Learning) is supervised by trained adults (play team) at lunchtimes to promote and facilitate positive, exploratory play. This supports children to self-regulate and develop socially at unstructured times of the day. Children who are struggling to regulate their behaviour will be supported by adults as appropriate and on the Nurture table. SMSAs and After school club staff are designated play leaders and engage with children in their play.
Collaborative rewards	Each class operates a 'jar of good choices' which can be filled with marbles. 1 marble is awarded for each 'golden ticket' that children receive from SMSAs for positive lunchtime behaviours, e.g. sharing, walking sensibly, eating a new vegetable, helping a friend. Children work together to fill their jar of good choices, and then can vote on a whole class treat, e.g. a lucky last play, an extra 10 mins of Golden Time, 'helping out' in the nursery. SMSAs also nominate 2 children from their class for the 'Top Table' each week. These children have lunch with the HT or DHT at a special 'Top Table'.

How is positive behaviour rewarded?

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.

- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.
- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewards 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.

What is low level 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. 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:

- Persistent lateness
- Low level disruption in class
- Refusal to complete classwork
- Rudeness/answering back
- Failure to follow an instruction
- Damage to school property, including graffiti on furniture/equipment

Discouraging low level unacceptable behaviour

In the first instance, we praise the desired behaviour in other children where there are incidents of poor behaviour. For example, we praise the other children who are doing ‘good sitting’ if we want a child to sit nicely. All staff understand that we get more of what we pay attention to. If the negative behaviour persists, we carry out a 3 step process.

	Steps	Action
1	Verbal warning	Remind pupil of the desired good behaviour: ‘Good sitting please’
2	Final warning	Offer choice/consequence: ‘You can do good sitting now/here in class or at playtime and miss your playtime/do it outside the class in time out’ Do this away from other pupils where possible.
3	Sanction	Follow through with the sanction if negative behaviour persists. Discuss desired behaviour with the pupil once calm, before returning to learning. Record incident on CPOMS if this is a frequent occurrence or a concern.

Dealing with 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, sexual orientation 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/adults, racist remarks,, deliberately disrupting other children’s learning or play, e.g. by tearing up their work, taking away equipment, kicking furniture, an uncaring attitude to the school environment and resources
- **Bullying** – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, exclude, intimidate, frighten or demean the individual, using unkind or threatening language. See Anti-Bullying Policy attached.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of a humiliating, intimidating or threatening nature
- **Theft**
- Refusing to comply with disciplinary strategies - e.g. running off
- Any acts of **violence or aggression**: Fighting, pushing, biting, kicking, or any aggression
- **Verbal abuse**, including swearing, racist remarks and threatening language, shouting at adults
- **Persistent disobedience or disruptive behaviour**
- Any **behaviour that threatens safety** or presents a serious danger
- Any behaviour that seriously **inhibits the learning of pupils** - persistent disruptive behaviour
- Any behaviour that requires the immediate attention of a staff member

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:

	Steps	Action
1	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.

2	Missed playtime/ Golden Time	For time wasted in lessons to complete the work missed.
3	Sent to the DHT or HT	For 'serious unacceptable behaviour' such as fighting, bullying, swearing.
4	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 triggers 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.

Positive relationships and approach

Positive adult-pupil relationships are key to combating challenging behaviour. The school focuses heavily on forming these relationships to allow all staff 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, supported by all adults working in the school – these may include:

- Welcoming pupils as they enter the classroom/school.
- Establishing clear expectations, rules and routines including which behaviours are unacceptable.
- Teachers ensure they use positive language when writing class rules 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".
- Praising positive behaviour to achieve the desired behaviour in other children
- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour, e.g. saying thank you to each other.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, 'chunked', direct language.

- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, standing side-on e.g. not standing facing the child with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a choice/consequence (show visually through gestures), e.g. If you stop now, you can return to class and finish off your work. If you don't stop, you will finish your work at playtime. It's your choice. A further example would be, If you use your kind hands and kind words with your friends then you can stay with them to eat your lunch. If you choose not to use your kind hands and words with your friends, you will eat your lunch on a different table away from your friends. It's your choice.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Supporting pupils with SEND / SEMH

We recognise that children may experience a range of SEND, social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, social interaction difficulties or sensory disorders. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, parents, outside agencies/professionals) in order to best meet their needs.

We also recognise that children with social, emotional and mental health needs (SEMH) may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) may come from a place of fear, stress, low self-esteem, dysregulation or as a result of a school-based barrier to learning, e.g. pitch of task or classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on their behaviour and find ways to repair the situation. We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

Actions taken to support these pupils will be in line with the school's Special Educational Needs and Disabilities policy.

Zones of Regulation

'Zones of regulation' are used across the school to give a common language for discussing and reviewing situations as well as thinking about how to solve a problem which may have arisen.

Additional SEMH support is offered to individual children through the school's Emotional Wellbeing Practitioner, Drama Therapist and two Emotional Literacy Support Assistants. Each KS1 class also runs a social skills support group and STARS in the EYFS.

Safeguarding

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of their educational or other needs not being met. At this point, the school should consider whether a multi-agency assessment is necessary.

Physical Intervention

In line with the school's Physical Intervention Policy, staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort, for the shortest amount of time, using the least amount of force. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical intervention may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

See Physical Intervention Policy.

Exclusion

- When a child's behaviour is not showing signs of improvement, the school works with other professionals and agencies to support the child and their family. Persistent unacceptable behaviour or serious incidents may lead to exclusion. Burlington Infant and Nursery School can execute its power of exclusion either on a fixed or permanent basis. This decision is taken by the Headteacher. If a child is excluded, the school follows Kingston's policy and guidelines, [Achieving for Children's exclusion procedures](#) and statutory [guidance](#) from the Department for Education.
- Exclusions will be used as a last resort. The circumstances below provide some examples of this:
 - A child runs out of class or school/away from adults and has jeopardised our ability to take responsibility for his/her well-being;
 - A child has used offensive language or been verbally aggressive/shouted at an adult;
 - A child dangerously threatens or hurts another person;
 - A child has repeatedly been violent or confrontational, refusing to obey an adult.
 - A child persistently disrupts the learning or play of others, and is not responding to school based sanctions
 - A child persistently breaches the school's Behaviour Policy

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 / over a period of time
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups (or individuals), for example because of race, religion, gender or sexual orientation

It can take many forms and can include:

- Physical assault
- Teasing
- Making threats, intimidation
- 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 via CPOMS
- 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 assemblies, class 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 CPOMS.

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/carers/visitors 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 concentrating

APPENDIX 2

Class Behaviour Ladder

Steps for responding to inappropriate behaviour during class periods are as follows:

1. Staff will identify the inappropriate behaviour.
2. Next, the nature of the inappropriate behaviour will be clearly described to/explained to the child/children.
3. The child/children will then be offered the opportunity to make the right choice (which would be carefully explained) or face a sanction (as highlighted on a graduated behaviour ladder). This is in line with the 'choices and consequences' strategy.
4. The child/children will be praised for making the right choice or face a sanction (clearly highlighted on the behaviour ladder).

	4. Physical Intervention. e.g. running away, causing physical harm to self and/or others, behaving in a way that causes danger to self and/or others	
	3. Child sent to Head Teacher or Deputy Head Teacher. e.g. serious unacceptable behaviour such as bullying, swearing, making racist comments, extreme/malicious damage to property, hurting other children or adults.	
	2. Lost playtime/lost Golden Time, with time lost relating to severity of incident (this can take place in the upstairs office) or time out in another class if too long to wait until playtime. Work missed must be completed in this time. e.g. Persistent disobedience, persistent disruption in class, answering back, abusive language/shouting, damaging school property	
	1. Time out in own class/last out to play e.g. using unkind words/actions, not following instructions, not listening, calling out, persistent low level behaviours	

APPENDIX 3

A.B.C. Chart

Date	Antecedents (before) Trigger? What led to the behaviour?	Behaviour (during) What did the child actually do?	Consequences (after) What did you do?