

Burlington Infant School: Behaviour Policy

Burlington Infant School



Behaviour Policy

Date:	January 2020
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Approved By:	Full Governing Body

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Behaviour Policy



“Always do your best and be your best”

Rationale

Burlington Infant School is committed to helping children and adults achieve well and operate positive behaviour management strategies to promote the welfare, learning and enjoyment of children. Burlington Infant School expects high standards of behaviour and conduct from children staff and parents to ensure the safety and happiness of everybody at the school.

Burlington Infant School has written this policy to ensure that best practice and procedures are carried out at the school. This policy complies with the legal requirements of the Early Years Foundation Stage statutory framework.

Aims of Behaviour Management Policy

- It is the main aim of our school for every member of the community to feel valued and respected and to know that everyone has a right to be treated fairly.
- The school will provide a caring, nurturing community, where the ethos and values are based on respect for all.
- The school aims to promote an environment where everyone feels happy, safe and secure.
- To help children to develop a sense of caring and respect for one another.
- To build caring and co-operative relationships with other children and adults.
- To help children develop a wide range of personal, emotional and social skills and teach children how to manage their emotions effectively.
- To foster confidence, self-discipline and increase children’s self-esteem.

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Implementation of the Policy

Principles:

- The staff and children at Burlington Infant School will work together to establish a clear set of rules which will form the behaviour code in the school. These rules will be displayed in the school and parents will be required to sign to say they agree to abide by the rules.
- Corporal punishment will not be given or threatened at any time.
- The school places an emphasis on developing self-discipline by directly teaching the principles of choices, and the consequences which result from those choices.
- By good behaviour we mean:
 - taking pride in ourselves, our work and our surroundings,
 - showing kindness and consideration and taking care of each other,
 - respecting one another's feelings, thoughts and property,
 - being responsible for the things that we say and do,
 - developing a calm and positive attitude in all that we say and all that we do,
 - always doing our best and being the best that we can be.

The behaviour expectations for our children are detailed in Appendix A to this Policy.

- The school has a number of rules called 'The Golden Rules' agreed by staff and children which form the ethos of the school. These are:

Our Golden Rules

Do be gentle

Do be kind and helpful

Do work hard

Do look after property

Do listen to people

Do be honest

- The school will ensure that new children are taught these rules and have a good understanding of why we need these rules to ensure our school is a safe, happy place for everyone. The rules will form part of a 'Home/School Agreement' signed by the parents. This contract will be referred to if a problem arises with a child's behaviour or conduct at the school.

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Good behaviour will be celebrated and rewarded by using a range of strategies. The school believes that this will develop an ethos of kindness and co-operation and help to raise self-esteem. Praise is the biggest and most sincere form of reward we can give. This policy is designed to promote good behaviour, rather than merely deter bad behaviour. To reward good behaviour we use LOTS OF:

- Praise and encouragement
 - Claps, high five, double 5, 'wow,' pats on back, smiles
 - Stickers/stamps – on jumper, work, reward chart or booklet – these can really be celebrated at home and in school
 - Sun/Smiley Face (weather clouds)
 - Star of the Day
 - 'Read Write Inc' partner work and praise strategies
 - Show and Tell – celebrate success together
 - Special Helper/extra responsibility/read story to class
 - Choose own reward eg extra computer time, staying in at playtime
 - Visit other staff/classes to celebrate good work/achievement
 - Class mini-certificates
 - Class Dojo 'Merit Marks'
 - Jigsaw Lunchtime Pass
 - Golden Time
 - Headteacher 'Gold' Stickers
 - Good Behaviour and Good Work Certificates – Weekly Family Assembly
 - Positive feedback to parents
 - Class treat/reward for targets achieved together
 - 'Always' children rewarded at end of year for always keeping our Golden Rules
 - 'Helen Guy Memorial Trophy' presented annually to an individual pupil for outstanding behaviour
- Strategies to promote good behaviour include:
 - Whole school assemblies and Class Circle Times, with the focus on Golden Rules and the key skills needed to be a good learner, including the 5R's (Responsibility, Resilience, Readiness, Reflective and Resourceful)
 - PHSE Long Term/Medium Term Planning with activities/books
 - SEAL whole school resources and group activities
 - Our Nurture Room provision, called the 'Jigsaw Room' with specialist trained pastoral staff for reward time and activities
 - Social Skills Groups and Friendship Groups
 - Lunchtime Clubs and positive play activities
 - Staff eating dinner with the children whenever possible to encourage good table manners and social skills
 - Restorative Practice activities and sessions

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- Children exhibiting negative or aggressive behaviour will be dealt with in a calm but firm manner and asked to calm down and stop the behaviour giving cause for concern. Staff will attempt to divert children's attention by offering them alternative options. However if the child does not calm down or their behaviour remains below that expected, their parents or carers will be contacted.
- Unacceptable behaviours include:
 - Running inside
 - Talking (and shouting out) at inappropriate times
 - Not taking care of property
 - Rudeness and/or name calling
 - Refusing to do as asked by an adult or answering back
 - Unkind behaviour to others
 - Wasting learning time
 - Spitting, biting, kicking, hitting, pushing or hurting others
 - Stealing
 - Any form of discrimination
 - Bullying

Dealing with Negative Behaviour

- When bad behaviour occurs, members of staff will listen to the child or children concerned and help to identify reasons for the poor behaviour. Staff will explain to the child or children why their behaviour was wrong and the consequences for themselves and other people involved in the incident.
- When dealing with negative behaviour, staff will always remain calm and in control. Children must not be pulled, pushed or physically restrained in anyway unless they are posing a danger to themselves or others. If physical restraint is used staff must complete an incident report log sheet.
- Staff members will set a positive example by behaving in a respectful manner at all times. This will encourage and foster an atmosphere where children and adults respect and value one another and treat each other with respect and care.
- Burlington Infant School operates a policy of no shouting at the children unless absolutely necessary.
- Staff will encourage children to resolve conflicts by discussion and negotiation. A range of strategies may be used to help children who are experiencing difficulties at the school.

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Minor level behaviours;

The following responses will be used to manage low level disruption and 'off task' behaviours;

- The 'look'
- Proximity praise (praising a child nearby who is behaving appropriately)
- Rule repetition/restatement of request using calm but firm voice - followed by 'thank you'
- Use of child's name within sentence to remind them of the behaviour you want to see
- Tactical ignoring
- The use of humour (but never sarcasm) to defuse situation or deflect challenges
- Name on board/cloud
- Verbal warning of next step – CHOICE GIVEN

More serious incidents;

- 'Time out' element in class (sometimes with timer) and then chance for teacher to speak to child quietly 1:1
- Think Bubble – with thinking time appropriate to age and then chance to put things right
- Missing free-flow/bike time (finishing work not done – 'if you choose to play in your work time, you will work in your play time')
- Loss of privileges and/or Golden Time
- Sent to another class to observe good behaviour or to work there
- Letter/picture to apologise
- Playtime detention
- Informal discussion with parents before/after school
- Sent to Jigsaw Room for 'time out' and restorative work

Persistent Misbehaviour;

Where a child *persistently* chooses to ignore the Golden Rules and the usual rewards and sanctions appear to have no effect, the following actions will be taken;

- Formal meeting to be arranged for Headteacher and Class Teacher to speak to/meet parents to discuss child's behaviour and to seek parental views
- Behaviour Monitoring Chart may be used to monitor behaviour and identify any triggers/patterns to behaviour
- Referral to Jigsaw Room for pastoral support, with parental agreement
- Individual Risk Assessment and Boxall Profile completed by teaching staff and Jigsaw Room staff

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- Positive Management Plan set up, involving child, parents and staff team, focussing on simple targets for positive change. This is reviewed regularly and positive changes noticed and rewarded
- Protocols for individual children are put in place to help both the child and staff manage incidents of poor behaviour in a consistent way, giving the child opportunities to 'turn things round' and make the right choice
- Referral to Educational Psychology and Behaviour Support Team (EPBST) if necessary to ask for advice and support from Advisory Teacher and Educational Psychologist (Formal Request Form with Parental Consent)

If the poor behaviour is repeated, further strategies may need to be implemented in accordance with the Exclusions Policy.

Dealing with Discriminatory Incidents

Burlington Infant School is committed to promoting equal opportunities for all and inclusion is at the heart of everything we do.

- We respond immediately to any discriminatory or 'hate' incidents, including those involving race, gender, religion, culture, disability, physical appearance or social background,
- Children are to be withdrawn from the area in which discriminatory incident has taken place straight away.
- Support is to be given to both the victim and the perpetrator individually and in a quiet safe area.
- Headteacher, or if not available, a senior member of staff, to be informed of incident immediately
- Headteacher will log this in Behaviour Log (colour coded to identify type of Discriminatory Incident) and inform Chair of Governors if necessary
- Incident will be fully investigated and a decision will be made regarding consequences
- Headteacher will contact parent/carers of children involved to inform them of the incident, what support the children have received, and the consequences
- Class teachers to use a 'Circle Time' in order to manage the incident as soon as possible. Lots of resources are made available in the 'Jigsaw Room' for this. Follow up sessions to be arranged accordingly, including whole school assemblies, PHSCE planning and activities.

Pupil Support

The school also recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with regular training and updates on managing behaviour, including proper use of de-escalation and restraint, as part of continuing professional development.

ROLES AND RESPONSIBILITIES FOR PROMOTING POSITIVE BEHAVIOUR

At Burlington Infant School, promoting good behaviour is the responsibility of **EVERYONE!**

The role of the Full Governing Body

The Full Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix A)

The Full Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998 and in consultation with the DFE "Behaviour and Discipline Guide 2012", to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

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The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Full Governing Body, giving due consideration to the school's statement of behaviour principles (Appendix A). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher keeps records of all reported serious incidents of misbehaviour and bullying. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Governors have been notified

The role of Staff

It is the responsibility of all school staff to ensure that the school rules are implemented and that everyone behaves in a responsible manner, both in the classroom and around school. Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

The role of Parents and Carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We publish the school rules on the school website and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

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Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the Headteacher may advise parents to contact the Governors.

The role of children;

Children are taught that;

- They have the right to feel and be safe and the responsibility to keep themselves and others safe.
- They have the right to learn and the responsibility to learn and to help others to learn.
- They have the right to be heard and the responsibility to listen to others.

Children are also taught that they are 'in charge' of what they say and do and that it is important that they always make the right choices and keep our Golden Rules.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

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APPENDIX A:

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster positive relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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Appendix B

EXPECTATIONS FOR OUR CHILDREN

We love our school because it is a happy, safe place to learn, with grown-ups that really care about us and help us to achieve our very best. It is important that every one of us helps to keep up our high standards!

- We always keep our Golden Rules,
- When we come into school we are quiet and calm,
- We walk around school to make sure everyone is safe and that we always look our best,
- We look after everyone and everything,
- We always use good manners for example by saying 'please' and 'thank you,' holding the door open and not interrupting or shouting out,
- We listen carefully by looking at the person who is talking and thinking about what we hear,
- We follow instructions as soon as we are asked,
- We follow class routines quickly and independently,
- We look smart and tidy,
- We are kind to everyone,
- We make sure we always have our homework and reading books.

In the playground:

- We play nicely and we don't spoil other children's games,
- We look after playground toys and equipment,
- We keep ourselves and others safe,
- We look after anyone who is hurt or upset,
- We tell a grown up or adult if anyone says or does something that upsets us or hurts us,
- We sort out arguments without getting angry or cross,
- We line up sensibly and quietly at the end of playtime.

At lunchtimes:

- We follow our 'Lunchtime Code'
- We listen carefully to lunchtime supervisors,
- We make sure our hands are clean,
- We line up sensibly and quietly,
- We use indoor 'lunchtime voices' when eating our dinners,
- We use our knife and fork properly,
- We look after our dining hall and keep it tidy,
- We remember to say 'please' and 'thank you.'

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Appendix C

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online