

# **Bushfield Road Infant School**



## **Behaviour Policy**

**Valid until Autumn 2026**

**This policy will be reviewed annually, each autumn term, or earlier in the event of any updates.**

**Updates will be brought to the attention of all staff and governors at the earliest opportunity.**

# BUSHFIELD ROAD INFANT SCHOOL

## BEHAVIOUR POLICY

### AIMS:

The Governing Body and staff at Bushfield Road Infant School aim to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

- To define acceptable standards of behaviour
- To create an environment which encourages and reinforces good behaviour
- To influence children to behave in an appropriate manner
- To recognise good behaviour through consistency and positive encouragement
- To promote self-esteem, self-discipline and positive relationships.
- To respect and value each other.
- To develop a sense of responsibility for their own actions.
- To encourage the involvement of both home and school in the implementation of this policy

### GOLDEN RULES

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes, parenting skills and other educational setting experiences. The golden rules underpin the expected behaviour of all children:

We have agreed 'Golden Rules' displayed in each class as follows:

#### **Do.....**

- Be gentle
- Be kind and helpful
- Be honest
- Work hard
- Look after property
- Listen to people

#### **Don't.....**

- Hurt anyone
- Hurt people's feelings
- Cover up the truth
- Waste time
- Waste or damage things
- Interrupt

The school's Nursery also have key 'Golden Rules' based on those used in Main School as follows:

- Share
- Care
- Walk
- Talk
- Listen

Children are consistently encouraged by all staff members, to follow the school's golden rules through positive reinforcement, modelling good behaviour and through the use of positive language, specifically the language of choice. Children are prompted to make good choices and to think before they act.

Through our British Values curriculum we teach children about the importance of making the right choices, being tolerant of others, valuing other's views and the need to respect similarities and differences. The school has a set of three school rights and it is everyone's responsibility in the school to keep these rights:-

- Everyone has the right to be treated with respect
- Everyone has the right to learn
- Everyone has the right to feel and be safe.

## **REWARDS**

These are the rewards that we will use as a school to recognise the children who follow the rules:

1. Golden Time (20 minutes of choosing activities each week).
2. Consistent positive reinforcement through verbal praise and gestures.
3. A whole class reward to be decided by the class teacher or the class. This is through the class collecting marbles in a jar for following the golden rules. Marble jars are marked off to indicate if a reward has been earned.

#### 4. 'Celebration' Assembly every Friday including:-

Teacher Nomination - Thank you (This is closely linked to British values)

Teacher Nomination - Star of the week

### **CONSEQUENCES**

Although rewards are central to the encouragement of good behaviour it should be recognised, that although incidents of constant disruption to the class, or constant unacceptable behaviour will be rare, there needs to be appropriate consequences to deal with such incidents.

If children break the golden rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.

#### **FIRST TIME**

- This is a warning
- You have broken a Golden Rule
- If you do that again I will take away 1 minute of your Golden Time

#### **SECOND TIME**

- You have had a warning
- You have broken a Golden Rule
- I am taking away 1 minute of your Golden Time

Children will always be offered the opportunity to earn any lost golden time back by displaying the right choices.

### **PLAYTIME AND LUNCH TIME**

The time out bench in the quiet area should be used to give children a set time to reflect on their behaviour, but in particular to think about the golden rule they have broken.

- If children do not follow the golden rules on the playground they may initially be given a warning. (If the incident is very serious in nature, the warning would be replaced by immediate action as appropriate.)

- If the behaviour persists and the same child continues to break the golden rules, they must be given a coloured band from the time out bench and instructed to have 1 minute time out. They should be encouraged to think about their action and consider why they are having 'time out'. The child will turn the timer and be left to think.
- When the sand has run through the timer, the child must return the band to the adult who gave it to them. They can then return to their play.

If a more serious problem occurs or persistent misbehaviour the Head teacher or other senior member of staff will be informed e.g. violent and aggressive behaviour, disrespecting staff or bullying. Extreme incidents are recorded on CPOMs so that they can be monitored and followed up by senior members of staff and parents will be notified.

Persistent misbehaviour will be dealt with in the following ways:

- Incidents recorded by the class teacher on CPOMs.
- Support during playtimes (for a period of time) through the mini playground to teach them the skills to interact appropriately with their peers under close supervision.
- An intervention to support the behaviour.
- We may seek help from outside agencies such as the Educational Psychologist, Primary Behaviour Support Service, FASST, CAMHS.

## **POLICY FOR HANDLING AND RESTRAINING CHILDREN**

The school has a very effective behaviour policy to which the vast majority of pupils are able to conform. However, there are incidents that arise when this behaviour policy is not sufficient.

Our aim is to enable all children to learn in a happy, caring, safe and secure environment. Staff will be trained in the use of 'Team Teach' which is a positive moving and handling technique for restraining and moving children if they are physically endangering themselves or others. This is a strategy required only in rare situations and as a last resort to ensure the child's safety or that of another person.

### **Stage 1 Low Level Behaviours**

- Individual show signs of anxiety
- Hands over ears
- Hiding face in hands or bent over/under table
- Rocking or tapping
- Withdrawing from group
- Refusing to speak or dismissive

- Refusing to co-operate
- Adopting defensive postures

Minimise low level behaviours by:-

- Reading the behaviour and body language
- Intervening early to remove sources of frustration
- Offering reassurance - including positive physical prompts
- Explaining clearly what is happening and what will happen next
- Communicate - 'Talk and I'll listen'
- Using appropriate humour
- Displaying CALM (Communication, Awareness, Listening, Making safe) body language
- Talking low and slow and quietly
- Assessing the situation
- Diverting and distracting by introducing another activity or topic

If a pupil constantly disrupts a group and distraction does not help, that pupil will be given a warning and if necessary, the option to sit out in a designated area for a set period of time, but no other options. No handling will be used in this situation.

## Stage 2 Medium Level Behaviours

- Individual begins to display higher tension
- Making noises and moving around
- Belligerent and abusive
- Talking louder - higher - quicker
- Adopting aggressive postures
- Changes in eye contact
- Pacing
- Breaking minor rules
- Low level destruction
- Picking up objects that could be used as weapons
- Challenges - 'I will not... you can't make me'

Minimise medium level behaviours by:

- Continuing to use Level One de-escalation responses
- Stating desired behaviours clearly
- Using distraction to refocus attention on something positive
- Setting clear enforceable limits
- Offering alternatives and options
- Offering clear choices
- Giving a 'get out' with dignity
- Assessing the situation, consider making the environment safer and getting help
- Removing audience
- Guiding elbows towards safety

Stage 3 High Level Behaviours

- Shouting and screaming
- Crying
- Head banging against people or surfaces
- Slapping or punching self
- Damaging property
- Moving towards danger
- Fiddling with electrics
- Climbing furniture, trees or out of windows
- Tapping or threatening to break glass
- Picking up objects which can be used as weapons
- Grabbing or threatening others
- Hurting others (head butting, pinching, biting, kicking, slapping, punching)

Minimise high level behaviours by:

- Making the environment safer
- Moving furniture and removing objects which could be used as weapons
- Guiding assertively - hold or restrain if absolutely necessary
- Ensuring face, voice and posture are supportive not aggressive
- Using Help Protocol to save face by changing face

If a pupil climbs onto inappropriate equipment i.e. table or chair, a member of staff will try to guide the pupil safely off again.

If a pupil refuses to be guided gently, then two members of staff will use the 'close elbow

hold' to guide the pupil to a sitting position if possible and then slide them forward until they can safely be guided off the equipment.

Only in extreme circumstances, when there is no alternative, will a child be lifted and then by two members of staff. This will only be done if the immediate safety of the child is at risk, or the safety of others is at risk.

If a pupil physically attacks another child and does not respond to verbal instructions, in order to safeguard the other child, a hold or restraint will be used if absolutely necessary, ensuring face, voice and posture are supportive not aggressive and with another adult witness and only for the least time necessary to guarantee the children's safety.

Any incident that involves handling a child in the ways set down in this policy will be noted in the pupil profiles on CPOMs together with an incident report, reporting the circumstances leading to the restraint, the strategies used to de-escalate the situation before restraining and any injuries sustained by anyone involved. Following de-escalation, pupils will be encouraged to reflect on their behaviour and discuss the incident with a member of staff. Time will be given to monitor and support the recovery stage where pupils will be given time and space until they are ready to communicate. Parents will be notified of any restraining procedures used.

Post incident, staff will support, reassure and monitor. They will respond to any signs that the pupil wants to communicate. Staff will show concern and care but will not attempt at this point to resolve any residual disciplinary issues at this point.

Where behaviour becomes extreme, an IBP (Individual Behaviour Plan) and a Positive Handling Plan may be required to address individual behaviour needs. This would then be shared with parents and staff.

Children will be made aware of expectations and targets. EPU (Education Preparation Unit) may become involved for those not yet five, or PBS (Primary Behaviour Support) for those over five. Support will be requested, and parents/carers would be involved.

## **EXCLUSIONS**

At Bushfield Road Infant School we rarely exclude any child from school, but sometimes this may be necessary. Only in extremely serious circumstances, would the head teacher make the decision to exclude a pupil. The Head teacher will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school. Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee).



In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

This would be discussed at length with parents and a set return date agreed, where a fresh start can be made and the pupil will be supported in making good choices.

#### Internal:

Internal exclusion will be at the discretion of the SLT and will be in response to a culmination of serious behaviour incidents or extremely serious single incidents. The class teacher must liaise with other colleagues to arrange for the supervision of a child who is having an internal exclusion and set work for the day. Any pupil on internal exclusion will not be allowed out to play at all that day.

#### External:

A decision to externally exclude will only be taken when all other possibilities and strategies have been exhausted or there has been an extremely serious incident where the health and safety/well-being of others and the pupils themselves has been compromised. An example of an external exclusion would be: assaulting other children and adults, swearing, damage to property, bringing dangerous items onto the school site. At all times, the special educational needs or disabilities of children must be considered, and reasonable adjustments made before making the decision to exclude a child. The consequences of exclusion on the child's emotional wellbeing must also be taken into consideration before making such a decision.

## **ROLES AND RESPONSIBILITIES**

### THE ROLE OF THE GOVERNORS

- The governing body has the overall responsibility of ensuring that a behaviour policy is implemented, to maintain a safe and effective school and of reviewing its effectiveness.
- The governors support the Head teacher in adhering to these guidelines.

### THE ROLE OF THE HEAD TEACHER

- It is the responsibility of the Head teacher 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 Head teacher to ensure the health, safety and welfare of all children in the school.
- The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and supporting staff in the implementation of the policy.
- The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious and persistent acts of misbehaviour.

- The Head teacher has the responsibility of communicating the behaviour policy to parents.

## THE ROLE OF THE CLASS TEACHER & TEACHING ASSISTANTS

- It is the responsibility of the class teacher and teaching assistant to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The class teacher and teaching assistant in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability and are thus achieving their potential while at Bushfield Road Infant School.
- The class teacher and teaching assistant treats each child fairly and enforces golden rules consistently in the classroom and around the school building. The teacher and teaching assistant treats all children in the school with respect and understanding.
- If a child misbehaves repeatedly in school, the class teacher has the responsibility to monitor all such incidences. Incidents will be recorded on CPOMs. In the first instance, the class teacher deals with incidents himself/herself in the normal manner and may choose to informally talk to parents after school. However, if misbehaviour continues, the class teacher seeks help and advice from the Learning Mentor, SENDCo, or member of the senior leadership team, who may speak to the child and arrange a meeting with the parents.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. Parents are encouraged to liaise with staff to ensure that school are aware of any situations which may impact on the child's welfare or behaviour. All meetings are confidential.
- The class teacher and teaching assistants should be good role models for the children - showing respect, good manners, and kindness.

## THE ROLE OF PARENTS

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the golden rules at our 'Meet the Teacher' meeting, in the home-school agreement and on the school website. We expect parents to read and support them.
- The standard of behaviour expected of all pupils is also included within the school's home-school agreement which parents must sign following their child's admission to school.
- The school will communicate policy and expectations to parents. The behaviour policy is on the school website and is also presented to parents at the initial meeting before their child starts in reception.

- We expect parents to support their child's learning, and to cooperate 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.
- If the school has to use reasonable sanctions, 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 head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the governors. We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

**At Bushfield Road Infant School, we are committed to safeguarding and promoting the welfare of all our children. At the heart of the school is a commitment to raising children's self-esteem and self-confidence through positive language and positive actions. Children are consistently encouraged to make the right choices and to respect themselves and other people. This ethos permeates throughout the whole school.**

***Policy reviewed : Autumn 2025***

***Next review date: Autumn 2026***