



Butler's Hill Infant and Nursery School

Behaviour Policy September 2026

Head Teacher Signature:	<i>Khan</i>
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Review Date:	September 2027

Overview

This policy outlines the principles that underpin our procedures for fostering respectful attitudes and responsible choices with regard to children's behaviour. Good behaviour, care and respect is central to all we do in this school; developing high levels of respect and responsibility are two of our core school values. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. We will work in partnership with parents to ensure that the school's values will become central to the lives of learners.

Statutory Duty of School

The Head Teacher and governing body are responsible for promoting good behaviour in Butler's Hill Infant & Nursery School. The policy will be shared and adopted by the community of the school; it will form part of the home/school agreement, and be brought to the attention of children, parents and staff through school assemblies, the school prospectus, staff handbook and induction procedures. It will be reviewed annually and included as an agenda item at weekly briefings.

The **Behaviour Policy** underpins and supports the whole school aims.

At Butler's Hill we aim to

Dream Big, Aim High

The 3 C's - Caring, Creative and Confident

Values-Respect, Responsibility & Resilience

Context

In EY and KSI, staff **teach daily routines and habits** explicitly to promote positive learning and calm transitions, recognising parents' role in punctuality and attendance

This policy should be read in conjunction with the policies listed below:

- Health and Safety Policy
- Safeguarding Child Protection Policy
- Attendance Policy
- Single Equalities Policy

- Teaching and Learning Policy
- Home School Agreement
- Inclusion Policy
- Prevent Policy
- Online Safety policy

Objectives

1. To create an ethos of good behaviour care and respect in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and good relationships are promoted.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour, care and respect.
4. To build a school community which values kindness, care, good humour, temper, obedience and empathy for others.
5. To use good behaviour to promote community cohesion.
6. To promote care for oneself, care for each other and care for the environment in which we live.
7. To create a culture of staff, adults and children showing respect for each other.

Policy into Practice

Staff explicitly **teach, model and rehearse routines** across all parts of the day (arrivals, transitions, lessons, lunch and play). **Low-level disruption** is anticipated and addressed quickly, consistently and fairly so that learning is not interrupted.

At Butler's Hill Infant & Nursery School consistent practice is used to support behaviour and discipline:

School Rules – Our expectations are that:

- We care for everything and everybody
 - Kind Hands
 - Kind Feet
 - Kind Words

Strategies

1. Class rules will be devised in each class by the children at the beginning at each year (September). These will be promoted at all times by staff and children

2. School behaviour system will be used in each class for children to earn weekly 'Values Treat (Dojo points, etc). This system is a series of coloured cards on the wall with all childrens names attached. They move up or down this within ONE DAY. New day, fresh start.
3. All will be taught to treat everyone with respect and their behaviour will reflect this through our school values.
4. Our school values will be consolidated in weekly assemblies and in daily Collective Worship to promote positive behavior, care and respect at all times.
5. Any behaviour concerns or incidents are recorded on the school's online safeguarding and behaviour monitoring system **COMPASS**. This enables leaders to monitor patterns of behaviour, ensure timely responses and identify pupils who may require additional support.
6. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children (part of QFT).
7. Children will be taught to be polite, respectful, well-mannered, obedient and well – behaved.
8. The rewards and sanctions policy will be used sensitively and sensibly by staff to encourage and promote good behaviour.

We set **clear expectations for mobile phones** in line with our behaviour policy; pupils and parents are informed and staff apply them consistently.

Rewarding achievements

This will be done through positive recognition of individual children or class achievements in good behaviour through; merit assembly, certificates, Gold Book Half Termly Assembly, informing parents or carers and Dojo points.

1. Verbal praise – 'Well done/I am pleased with/Thank you...you are...very well'
2. Written responses to work
3. Awarding stamps/stickers/stars
4. Moving up to 'great choice' or 'dream big aim high' section of the behaviour chart in every classroom.
5. Sharing achievements with another member of staff or Head Teacher
6. Beautiful work board in Heads Office
7. Class Dojo awards for good work and behaviour. At specific stages children receive certificates from the Head teacher and are invited to attend the Dojo shop to receive a small reward.

8. Merit assembly – Each class teacher chooses one child who receives a merit award certificate/sticker for good work/behaviour. These are presented to the child in front of the whole school each week.
9. Gold book Assembly each half term where we celebrate one child per class for showing the school/British values-Parents attend
10. Telling/showing parent's good behaviour/work – the class teacher regularly talks to parents about their child's good work/behaviour. Work to be shared on Class Dojo
11. Class/year group Open Afternoon. F2 Stay and Play.
12. Playtime buddies at lunch from year 2 to model good behaviour and teach the smaller children to play games.
13. Milkshake Friday – Each class teacher chooses one child to have hot chocolate with a member of staff in the staffroom. Certificate given to take home.

Sanctions – for children who do not follow the rules in class

Sanctions are **proportionate and graduated**. Where suspension or alternative provision is used, we plan **careful reintegration** so pupils return successfully and sustain positive behaviour.

Our steps

If I do not follow the rules in school, I will have...

1 A reminder –

I have noticed you are not ...

You have broken the rule about...

I want to see you...

Thanks for listening...

2 A choice –

You need to now choose between ... and ...

If you make the right choice you will...

3 A 2nd choice

I can see that you still haven't made the right choice.

So you will miss five minutes of playtime

If you continue to make this choice you will have to leave, and the consequence will be... (list of consequences, time out in own classroom, miss part of play time, no more than 5 minutes NOT lunch times)

4 Time out (**with a member of SLT**) in another classroom.

You still haven't made the right choice

We will talk to you later about your behaviour

Parents informed by class teacher

5 Deliberately or seriously hurting others – Time out in school with HT – for the rest of the session/day & parents will be contacted.

Playtime/Lunchtime behaviour – Sanctions for children who do not follow the rules at playtime. All responses are consistent and proportionate:

1. Warning – reminded about rules as above following our steps

2. Behaviour continues – Hold staff's hand for 5 mins

3. Behaviour continues after time out – Stand on the wall for 10 minutes

4. If behaviour still continues, children to be sent in to a member of SLT / teacher.

After incidents adults to follow restorative script to help child(ren) unpick their behaviour.

Restorative Script to be used with all children concerned

What happened?

How did you feel?

How did it make others feel?

What could you do differently next time?

I am pleased you have thought carefully about what has happened and know how to deal with it next time

Restorative Practice (DfE Guidance April 2026)

In line with DfE behaviour guidance (April 2026), Butler's Hill Infant and Nursery School adopts a restorative approach to behaviour management. The aim is not only to address inappropriate behaviour but also to help children understand the impact of their actions and rebuild positive relationships.

Restorative conversations take place after incidents once children are calm and ready to reflect. Staff support pupils to recognise the impact of their behaviour, take responsibility and identify ways to repair relationships.

Restorative approaches help children develop key personal and social skills including:

- empathy
- responsibility
- self-regulation
- problem solving
- respectful communication

Staff use a consistent restorative script with pupils to support reflection:

- What happened?
- What were you thinking or feeling at the time?
- How did this affect others?
- What could you do differently next time?
- How can we make things right?

This approach supports the school's values of **Respect, Responsibility and Resilience** and aligns with our ethos of **Caring, Creative and Confident learners**.

Restorative conversations do **not replace sanctions where these are required**, but they ensure that children understand the consequences of their behaviour and learn how to make better choices in the future.

Ongoing difficulties – If these strategies do not result in improved behaviour the school employs a 6 stage process:

- Class teacher liaises with the parent/carer and SENCO to discuss their child's difficulties and possible future strategies.
- The child's behaviour is monitored by the class teacher daily and reported back to parent/carer.
- The child behaviour is monitored daily by the class teacher and reported daily to the Head teacher if there are causes for concern.
- Additional support is sought from external agencies e.g. Education Psychology or Behaviour support. An alternative curriculum & timetable is put in place, if appropriate.
- Fixed-term exclusion from the school if appropriate.
- Permanent exclusion from the school if appropriate.

Serious Behaviour – children need to know what behaviour is unacceptable. The following will not be tolerated in school:

- Bullying.
- The physical abuse of a child.
- The physical abuse of an adult
- Verbal abuse/threatening behaviour against a child
- Verbal abuse/threatening behaviour against an adult
- Racial abuse of anyone in the school.
- Being in possession of harmful drugs for their own use or for 'selling' to others.
- Carrying a weapon such as a knife.
- Sexual harassment
- derogatory language targeting protected characteristics

The following could also be considered by the school as **serious behaviour** incidents:

- Swearing at a teacher.

- Deliberately breaking or damaging school property.
- Stealing.
- Persistent and disruptive behaviour
- Other issues threatening the welfare/safety of others

All serious behaviour incidents will be fully investigated and **recorded on the school's COMPASS system**. Records will form part of the pupil's behaviour and safeguarding record and alerts will notify the Headteacher and DSL team where appropriate. Parents or carers of pupils involved will be informed in line with school procedures.

In consultation with the governors the Head Teacher may decide that an incident warrants an exclusion— whether fixed term, (of up to 5 days at a time – 45 days in a year) or permanent. DFE Guidance will be followed in these circumstances.

It may also be appropriate to exclude a child from his/her normal teaching group after such an incident; a child could be excluded until the end of the session, after the next break or for the rest of the morning or afternoon depending upon the readiness of the child/teacher/class. The child should be sent to the HT office or group room.

Behaviour that threatens the emotional and physical wellbeing of others

We recognise that some children will experience difficulty in managing their emotions which may result in more extreme behaviour. During these times we are committed to working with the child, parents / carers and external agencies to help them improve their behaviour.

During incidents which threaten the wellbeing of others (at school or online) every action must be taken to safeguard other children and adults. Action for addressing severe behaviour incidents will be dealt with outside of the agreed sanctions for behaviour and these sanctions will be agreed by the Headteacher. All sanctions must be shared with parents / carers.

Relationships and Respect

We firmly believe in developing excellent relationships at Butler's Hill. This is the basis for a productive school where all can work together profitably. Relationships between staff and pupils must be built on trust and respect. Children are taught the difference between right and wrong through positive relationships that are incorporated into all that we do.

Where relationships break down and bullying occurs, we are committed dealing with this and the school values and curriculum is designed to minimise the possibility of it occurring. We define bullying as;

'repeated behaviour (within a short time scale) against the same children or the same child frequently using unacceptable behaviour to intimidate or hurt different children'.

Procedures are in place for quickly dealing with any incidents of bullying between peers.

7. Child on Child Abuse

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. (Read this in conjunction with our safeguarding and child protection policy.)

Some forms of child on child abuse;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying / online bullying
- Youth produced sexual imagery- popularly known as 'Sexting'
- Prejudiced Behaviour

Any child on child allegation must be referred to the Designated Safeguarding Lead immediately. Where a concern regarding child on child abuse has been disclosed to the Designated Safeguarding Lead advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies there will usually be a response to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with appropriate support to prevent any reoccurrence of improper behaviour.

8. Racially motivated behaviour

Butler's Hill Infant and Nursery School is committed to the equality of all children and adults and behaviour that is believed to be racially motivated is not tolerated. Any incidents thought to be racially motivated must be dealt with by the headteacher.

9. Safe Handling of Children

In our school we do not have a no contact policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or preventing them taking action needed to prevent a pupil causing harm.

Part-time timetables are used only in **exceptional, short-term** circumstances with clear end points and a plan for full-time return. **Restrictive physical intervention** is a **last resort**; every incident is reviewed to minimise future need.

School staff have a legal power to use reasonable force to safely restrain children. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force.

10. Roles and responsibilities

We expect all staff and pupils to adhere to this policy.

We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the Headteacher.

11. School support systems

Staff make **reasonable adjustments** and apply agreed strategies **consistently** for pupils with specific needs. Leaders use **well-chosen, time-bound interventions**, monitor impact and amend plans as needs change.

As a fully inclusive school, we recognize that for some children additional or different action may be necessary as a result of special educational need and/or disability. This is in accordance with the SEND code of practice. We recognize that a child with social, emotional and mental health may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEND list. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our learning mentor and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force to safely handle children.

Strategies for supporting behaviour management – will significantly reduce the likelihood of using exclusions, behaviour management techniques include; behaviour charts, home/school liaison, Nurture Group, individual behaviour programmes, JIGSAW

Physical Intervention between staff and pupils

The staff and governors have adopted the L.A. “Code of Practice: Guidance on physical intervention between staff and pupils”. This gives specific guidance on circumstances in which physical intervention between staff and pupils is acceptable or unacceptable and how to avoid escalation of conflict through appropriate use of both verbal and non verbal communication. Key members of staff have successfully completed accredited training on “The Management of Actual or Potential Aggression” (CRB) levels one and two.

Children whose behaviour is potentially aggressive will have behaviour management plans, signed by parents/carers and individual risk assessments in place.

Strategies for coaching good behaviour:

Modelling excellent behaviour particularly in the area of manners. Class wide reward systems to promote, teach and reward good behaviour. Enlisting the support of parents, by encouraging the use of the school rules at home. Highlighting good behaviour, when it occurs, as a way of promoting positive role models amongst peers.

Work with parents

Support is available to those parents who may need help in the ways they handle their child’s behaviour. Signposting or referral to Family Support Services such as community nurses, learning and behaviour support teams, parenting programmes as well as actioning the CAF process are all activities that are in place.

Work with colleagues from related disciplines

Appropriate agencies may be contacted for support, including speech therapist, nurse, consultant paediatrician, dietician, CAMHS, educational psychologist on addressing any underlying causes.

Staff development

The school uses relevant professionals to provide in school advice and training. Staff are informed about related courses being provided by the Local Authority and other reputable training providers.

Children

Involving children will help reinforce this school behaviour policy by active involvement in setting class expectations, anti-bullying strategies, contributing ideas through in class discussions and School Councils.

Parents

Butler's Hill Infant & Nursery School will encourage parents to support good behaviour through home-school agreements/liaison, parents' meetings and newsletters.

Bullying

Bullying includes **prejudice-based** behaviours (e.g. race, religion or belief, sex, sexual orientation, **gender reassignment**, SEND, adoption/care experience/young carers). **Sexual harassment** and **derogatory language**—online or offline—are not tolerated. Pupils are taught how to report; leaders act **quickly and effectively** to stop issues from spreading

Equal Opportunities

We are committed as a school, to ensuring fair and sensitive treatment for all pupils and will monitor the impact of policy and procedures on different groups (by race, gender, learning difficulty and disability).

Monitoring, Evaluation and Review

This policy has been developed with all staff and adopted by the governing body. Behaviour in school is monitored weekly in staff meetings, Behaviour logs are monitored at least weekly by the Head Teacher and parents are contacted accordingly. Leaders **work with parents and partners** where needed to improve behaviour.

- School council
- Minutes and feedback from staff meetings
- Yearly September letter to parents
- Class Dojo

Leaders maintain a **strategic plan** for behaviour, use **day-to-day processes and data** to anticipate and prevent poor behaviour (including bullying), and report termly to governors on impact and next steps

Behaviour records from COMPASS are analysed regularly by leaders to identify patterns, support early intervention and ensure that behaviour strategies are having a positive impact on pupils' wellbeing and learning.

The Governing Body will review the behaviour policy every year. It should be promoted and implemented throughout Butler's Hill Infant & Nursery School.