



Whitehall Nursery and Infant School

Behaviour Policy

Please read in conjunction with the **Positive Handling Policy**.

Introduction

This policy is for all staff, governors, parents, carers and children of Whitehall Nursery and Infant School and sets out the expectations and practices which govern the behaviour of children at the school.

At Whitehall Infant and Nursery School we seek to achieve a happy, caring and secure environment for our children. We treat our children with respect so that they will learn self-respect and respect for others. To help them develop an awareness of being in community and how their actions affect others we have simple rules of discipline.

We encourage them to take responsibilities so that they learn to be responsible. The ethos behind the policy is self-discipline and a positive system of simple rewards as a means of reinforcement. However, self-motivation is what we seek to develop within the children so that the drive for giving good behaviour is not a sticker, certificate or prize but the inner feeling of self-worth and self-achievement; an inner satisfaction and well-being that does not rely on rewards to motivate control.

At Whitehall every child has equality of opportunity and accessibility. Therefore this policy should be read in conjunction with the:

- Pastoral Care Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Rewards Policy
- Equal Opportunities, Teaching & Learning, and the Disability & Discrimination policies.

The standards of behaviour we expect are those which the vast majority of parents would insist on, and we value the mutual support and trust between home and school.

We have a policy of no shouting within the school by any adult working or supervising children. A raised flat hand should be used to gain the children's attention. A loud low voice may be used if a situation arises that could effect the safety of the children.

If a child's behaviour becomes out of control, minimum force or restraint may be used in line with the school's 'Positive Handling' policy. A child must be removed if they are causing danger to other children around them and taken straight to the Head or the next highest authority.

In worse case scenarios advice from the Educational Welfare Officer would be sought and Education Walsall's guidance on exclusion of children would be followed.

RULES IN SCHOOL

We expect our children to behave in a considerate, sensible, honest manner and to support this we have a minimum of rules.

- Follow instructions straight away so that we don't waste learning time.
- Take care of property because it is provided to help all children with their learning.
- Keep your hands and your feet to yourself so that no-one is distracted from their learning.
- Be polite to everybody as this shows respect and makes people feel good about themselves.
- Walk sensibly around school so that no-one gets hurt by your lack of control.
- Use quiet voices in school so that we don't disturb other children's learning

If any child does not follow the rules then there is a sequential order of consequences that will be consistently followed by all staff and visitors working with the children. This is carried out after each individual incident.

It is very rare in our school for the consequences to go beyond bullet 3 below.

CONSEQUENCES *followed sequentially (depending on level of rule breaking)*

- Children are reminded of the rules*
- 2 minutes away from the group*
- 5 minutes away from the group*
- Miss playtime — stand in the main reception area (children may face this consequence sooner if the teacher deems the behaviour/incident, that child has been involved in, as serious enough)
- Children discuss behaviour with HT
- Behaviour is mentioned to parents
- Parents consultation with member of the senior management team (SMT) or Headteacher – (if necessary)
- Behaviour Improvement Programme (*See below*)
- Integrated Behaviour Support Service (*See below*)

**This is 'restarted' at the beginning of each new session (morning/afternoon)*

One Voice Approach

When dealing with challenging behaviour from a pupil, only one member of staff will take the lead in communicating with them, as this will help to avoid escalation of the situation. If needed, one other member of staff will be present to support but will only intervene if requested.

NB Please read our Positive Handling Policy for further information.

Communication Structure

- TAs and Lunchtime Supervisors record inappropriate behaviour in the Behaviour Record Book and report to the class teacher.
- Class teachers report serious or persistent behaviour issues to the BIP manager or Headteacher.
- BIP pupils are identified by the BIP manager and the Headteacher. The identification will be made from the Behaviour Record Book or from teacher recommendation.

Behaviour Improvement Programme Manager

Mrs N Dogan

Behaviour Improvement Programme (BIP)

The BIP is an intensive program for pupils with serious or persistent behaviour issues. During the course of the program pupils will be secluded from their peers; either during social times, or in more serious cases for the whole of the school day. If a pupil is on a whole day seclusion program, they will remain in their class but be separated from their peers. A Behaviour Support Assistant will remain with the pupil throughout the lunch hour.

Behaviour Support Assistants

These are teaching assistants/lunchtime supervisors with particular skills in managing pupil behaviour.

Cadmus Support Services

If a child's behaviour does still not improve and it is affecting their learning and emotional well-being (and that of their peers) then the Headteacher will make a referral to Cadmus Support Services, who will then provide additional professional support to enhance the pupil's behaviour for learning.

Positive Handling

In some circumstances, staff may use reasonable force to contain a pupil to prevent them:

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so; prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground, and restrain a pupil at risk of harming themselves through physical outbursts. School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

Incidents of positive handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Staff will receive training to support the use of positive handling if it is required within school

Date to review: Summer 2025