

Donnington Wood Infant School & Nursery



Behaviour Policy

Date of Policy Creation	May 2019	Named Responsibility	Headteacher – Mrs C Boddy
Date of review completion	Spring 2026	Named Responsibility	Resources Committee
Inception of new Policy	13 th April 2026	Named Responsibility	Mrs C Boddy
Date of Policy Adoption by Governing Body	13 th April 2026	Review due	Spring 2027

All staff and the wider school community will be given a copy of this policy. Copies are available from the office or via the website for parents and members of the wider community

COMMITMENT TO REVIEW

This policy will be flexible to change and will be reviewed on an on-going basis to reflect where there are any changes in Government Legislation or any changes in the duty of statutory agencies. If it is not appropriate to refine the policy during the year, then this will be done as a matter of course on yearly basis by a named person responsible, who shall be accountable for that action.

learning, caring, preparing

At Donnington Wood Infant School and Nursery our core values of 'learning, caring, preparing' drive teaching and learning for all children. We are passionate about being inclusive and working with the whole school community to equip children with knowledge and skills to

- be successful in their learning
- aspire and achieve in their futures
- show respect and compassion for those around them
- demonstrate the ability to make a positive contribution to society

Our aim is for every child to recognise that they have personal responsibility for how they choose to behave. We recognise that children need varying levels of support and guidance to learn about and achieve good behaviour. Although expectations are the same for all children, the strategies used to teach and ensure good behaviour need to be flexible to enable the needs of individual children to be met. As children mature and develop we encourage them to become increasingly independent in managing their own behaviour.

Staff work together to ensure that both expectations for behaviour and approaches to behaviour management are consistent. We believe that the quality of relationships between staff and children are important. Staff make time to talk and listen to children and aim to be consistent in relationships so that children feel equally valued. All challenging behaviour of a significant nature are discussed with parents in a partnership approach to help resolve them. No form of bullying is acceptable at our nursery or school. All children, staff and visitors have the right to work and play without fear of verbal or physical aggression or threat from others.

Behaviour Expectations

We expect everyone in our school to:

- have high expectations of behaviour.
- show respect to each other.
- develop an increasingly sound understanding of right and wrong.
- co-operate and work together.
- recognise the achievements of others.
- be reliable, trustworthy, and responsible.
- behave in a safe manner.
- respect and take care of the school's environment, belongings and the community.
- be courteous and well-mannered.
- treat others as we would like to be treated (mutual respect).

Rights and Responsibilities

Pupil Rights	Pupil Responsibilities
• To be able to learn to the best of their ability • To be treated fairly, with consideration and respect • To be listened to by everyone in school • To know what is expected • To feel safe	• To do their best at all times • To work and play in a kind, friendly and respectful way. • To behave sensibly and appropriately so as not to disturb others or prevent them from learning. • To respond positively to guidance, instructions and requests from all adults. • To sort out difficulties with others, asking for help if needed • To treat the school building, grounds and all property with respect.

Parent Rights	Parent Responsibilities
- To be sure their children are treated fairly and with respect - To know that their children are safe - To be able to raise concerns with staff and to be told when there are difficulties	- To talk to our children about the things they learn and do in school - To raise any concerns with staff as soon as possible - To treat other people's children, other parents, school staff and visitors with respect

Staff Rights	Staff Responsibilities
- To be treated with respect, by pupils, parents, colleagues and visitors - To be able to teach without unnecessary interruption	- To treat others with consideration, consistency and respect - To create a safe and stimulating environment in which the pupils can learn - To communicate regularly with parents

Governor Rights	Governor Responsibilities
- To be kept informed of all developments concerning the behaviour policy - To be kept up to date about implementation and impact of the behaviour policy	To report back and discuss behaviour as observed when visiting or reported by staff

Equal Opportunities

Every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle. We recognise and embrace differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school.

Promoting Good Behaviour

We aim to create a positive, supportive atmosphere to encourage high standards of work and behaviour.

- Self-esteem is raised through encouragement, praise and aspects of the curriculum
- Good behaviour is commended verbally, in class and around school
- Good behaviour and work is rewarded in class by the use of strategies such as positive comments, 'pebbles' in the class jar (leading to a whole class treat), stickers, thumbs up and being given special responsibilities.
- Staff model behaviour expectations
- Examples of good practice are identified and used as models for others.
- Children visit other classes to show good work.
- 'Golden Book' assembly takes place every Monday as a celebration of children's achievement during the past week. Children are nominated by staff, are given a special certificate, and their names are published in the weekly newsletter.
- Targets for whole classes or individuals are used to promote acceptable behaviour.

Self-regulation and expectations are promoted and taught through Jigsaw (PSHE including RHE), Assemblies and other incidental learning opportunities.

Behaviour as communication

We recognise that behaviour is a form of communication that signals or indicates thoughts and emotions. Learning to self-regulate feelings can be a lifelong process with beginnings in early childhood. Our curriculum and ethos are designed to enable children to build skills to be able to express their emotions in a positive way and to seek help or support when needed.

Responses to Challenging Behaviour

Our focus is on a relational environment and the very culture and ethos of our setting. It requires emotionally regulated adults who can provide essential calming and containment for a child when they are overwhelmed by an event, a situation or their feelings.

Challenging or unacceptable behaviour is dealt with immediately and proactively (in a non-confrontational manner). We assess why children behave the way they do (considering what the triggers to the behaviour are), then plan support programmes to avoid such triggers for poor behaviour choices or introduce the child to techniques to avoid such triggers and enable them to self-regulate their behaviour. Staff may have a reflective conversation with the child (I wonder..., I imagine..., I notice....) to seek to understand the underlying cause or trigger

When children behave in ways that are challenging or unacceptable, staff use a range of strategies and approaches. This will vary dependent on the developmental age and understanding of the child and the nature of the incident. Children will be prompted to 'repair' when their behaviour has impacted on another child or adult, however we recognise that for some children this can be a trigger in itself. Staff will support children to 'repair' at an appropriate time.

Some challenging behaviour will be dealt with by nursery or school staff through the use of minimal interactions aimed at refocusing the child back on task. These could include: -

- Diversions
- Rule reminders
- Positive directions
- Use of positioning in the classroom

If the above are not effective or the challenging behaviour is more serious, a more direct approach is needed. All staff follow a stepped approach to reinforcing boundaries, dealing with incidents and ensuring an opportunity to repair and rebuild. Lanyard cards are provided for all staff to support consistency.

Stepped Boundaries

Praise in Public (PIP) – We reward good behaviour choices with emotion & energy Remind in Private (RIP) – We do not ‘Name, Shame and Fame’	• Gentle approach • Use child’s name • Match child’s eye level • Make eye contact (if appropriate) • Non-threatening body language • Firm but kind tone • Focus on de-escalation and distraction
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1. Reminder	
I noticed you chose to (noticed behaviour) This is a REMINDER that we need to (correct behaviour) You now have the chance to make a better choice. Thank you for listening. <i>Example - ‘I notice that you’re running in the corridor. You are breaking our school rule of ‘calm corridors’ where we have to walk. Please walk. Thank you for listening.’</i>	
2. Warning	
I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. If you choose to break the rules again you, then you will have to go back and walk/ have some reflection time (timer for 2 mins / 5 mins depending on age)/ hold a grown-ups hand during playtime/ Do you remember when (Model of previous good behaviour)? That is the behaviour I would like from you. Think carefully. I know that you can make good choices. Thank you for listening <i>Example - ‘I have noticed you are running in the corridor again (Child’s name). If you chose to break the rules again you will have to have 2 minutes reflection time and miss some break time. Do you remember this morning when you did your beautiful slow walking? That is what I need to see today. Thank you for listening.</i>	
3a. Consequences for poor behaviour in class	3b. Consequences for poor behaviour at break time
Reflection Time- • Child to sit in an agreed space away from other children (within the classroom) • Use either a sand timer or digital countdown • 2 minutes for EYFS or 5 minutes for KS1 • Child is to sit, reflect upon better choices and not talk (neutral atmosphere) • If child moves from the agreed place before reflection has finished, then timer is to be paused and adult is to say “I have asked you to sit on the square and to stay still, the timer is on pause until you make the right choice.” until child has complied with request After time has finished move on to the restorative script	Reflection Time- • Child to stand by an adult (2 mins EYFS / 5 mins KS1) • Child is to reflect upon better choices and not talk (neutral atmosphere) • If other children enquire why the individual is by an adult, simply redirect and do not ‘shame or fame’ the child After time has finished, move on to the restorative script.
	3c. Follow up behaviour needed after break time
	If there has been a complex incident at break time, where staff on duty cannot follow up an incident due to time restraints and it cannot be dealt with there and then, the children involved are brought to Rainbow Room staff who will explore the situation.

4. Repair & rebuild conversation script

What happened?

How did this make people feel?

What do you think you need to do to make things right?

Thank you for listening, I know you can make better choices in the future.

Adult/s must then move on from the incident and continue their focus on positive behaviours from all children and especially the child who had previously made a poor behaviour choice. The sooner this child is 'caught being good' the more effective the restoration will be.

5. Extreme and persistent behaviours

Consequences must be given and carried by the adult whom is in charge i.e. usually a Class teacher/TA/Lunch time supervisor who is there at the time.

Otherwise, if a child is passed on it can give a message of "They can't cope with me/They have given up on me". It also undermines the authority of the adult who is charge of the situation.

However, there will be times when extreme or repeat behaviours need to be dealt with by others in school. We then use the Behaviour Pathway chart:



Reminder

Warning

Age appropriate Reflection time (EYFS 2 mins / KS1 5 mins) in class

Reparative conversation

Should you feel using your professional judgement, a member of Rainbow Room or SLT needs to be involved in the reparative conversation then follow the guidelines below:

- Adult to take child to Rainbow Room staff
- Adult to take child to Duty SLT*
- Adult to take child to HT
- Parents phoned
- Parents called to School
- Time in school away from peers (learning or break time)
- Suspension (temporary or permanent)



***Start here in case of :**

- physical assault on any member of the school community
- deliberately spitting at another person
- throwing objects with the intention to harm or hurt someone
- purposeful swearing or purposeful bad language

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. The school will record all extreme or persistent behaviour incidents on CPOMS and Violent Incident Form (if necessary).

Child-on-child & Sexualised Behaviours will be dealt with following the procedures set out in the Child-on-child policy.

Stepped Boundaries

Reminder (as private as possible)



Warning (I've asked you to...if not...)



Consequence



Repair & rebuild Conversation

Complex incidents followed up by
Rainbow Room

Repetitive / extreme incidents to
Rainbow Room staff or SLT



learning

we try our best to learn and help others learn

caring

we care for everyone and keep them safe

preparing

we will grow up to be amazing

Donnington Wood Infant School & Nursery

Reminder

I noticed you chose to (*noticed behaviour*)

This is a REMINDER that we need to (*correct behaviour*)

You now have the chance to make a better choice

Thank you for listening

Warning

I noticed you chose to (*noticed behaviour*)

This is the second time I have spoken to you.

If you choose to break the rules again then there
will be a consequence.

Do you remember when ... (*previous good behaviour*)?

That is the behaviour I would like from you. Think
carefully. I know that you can make good choices

Thank you for listening

Consequence

2 or 5 mins reflection time in agreed space (inside) or
next to an adult (outside)

Followed by repair and rebuild conversation

As **adults**, we will be:

- ♦ **calm & in control** of our own emotions
- ♦ relentlessly positive & **consistent**
- ♦ welcoming & **caring** towards everyone

Routines

Consistent daily routines

- Teach
- Remind
- Repeat (like a broken record)

Rewards

Sincere, specific, age appropriate and proportional
praise

Pebble in jar / Postcard home / Stickers / Golden
Book

We praise in public, we remind in private

Repair & Rebuild

What happened?

How did this make people feel?

What do you think you need to do to make
things right?

Thank you for listening, I know you can make
better choices in the future.

Additional Courses of Action

It may be that, as well as following the above steps, one of the following courses of action will be taken:

- Discussion with a child's parents to keep them informally apprised of their child's behaviour difficulties (e.g. via the telephone or at a meeting)
- A school based plan may be structured to support the child. The child's parents will be asked to contribute active support to the plan. This will be a Behaviour Support Plan and will form part of provision management
- Consultation between staff, including the Headteacher, SENCo and Pupil & Family Support Manager to look at interventions, including
 - ELSA support / intervention
 - Early Help support or assessment
 - Family Hubs support
 - Advice from, or referral to Behaviour Support Team, BeeU/CAMHS, Mental Health Support Worker, Educational Psychologist, Virtual School or other external agencies eg Family Connect
 - Application by the school following the locally agreed protocol to the Fair Access Panel (FAP) for –
 - Inclusion mentor support in school
 - Short term placement at the Linden Centre (pupil assessment centre)
 - Managed move (following Telford & Wrekin protocol)
 - consideration of applying for an Educational Health Care Plan.
 - Modified timetable (following Telford & Wrekin protocol)
- Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.

Suspension

Suspension may be considered in cases where persistent unacceptable behaviour leads to serious problems or a significant single incident puts the safety of staff and pupils at risk. Children maybe suspended for part of a day e.g. dinnertime or one or more day. The school follows the Local Authority and Department for Education guidelines on behaviour management and exclusions.

Modified timetable

A modified timetable may be considered as a short term measure in agreement with parents. The school follows the Local Authority modified timetables protocol. The aim will always be to return to a full timetable as soon as possible.

Working with parents & carers

Positive behaviour is the shared responsibility of children, parents, and the staff team - partnership is vital. Parents are actively involved in both supporting behaviour and being kept aware of their child's behaviour.

When challenging behaviour is persistent or a more serious incident occurs, staff will discuss this with parents. Parents have an important part to play in securing the appropriate behaviour of their child at nursery or school. Close working relationships between nursery and school staff and parents are essential in providing effective solutions to difficult problems. Parents are kept regularly informed of their child's behaviour and if needed a home/school book linked to set behaviour targets will be sent home.

Revocation of Parents' Licence to Enter the School

Through the school's practice of welcoming parents of its registered pupils into the school and parents natural right to need to visit the school from time to time to deal with matters related to their children's education; parents acquire, what is seen in law as, a limited 'licence' to enter the school premises. The law also recognises that in appropriate, hopefully extremely rare circumstances of either very serious or persistent cases of unacceptable behaviour, this 'licence' may be revoked by the Headteacher. Further details are available on the school website.

Record keeping

Minor, infrequent incidents will usually not be recorded. More serious, or regular incidents may be recorded in the following ways –

- CPOMS
- Home-school book (if previously agreed with parents)
- Individual notebook or record sheet in the classroom

Applications for support (FAP or other agencies), modified timetables, exclusions will be recorded following the appropriate protocol.

Links with SEND

It should be recognised that behaviour incidents might be indicative of

- a Special Educational Need in itself
- a learning difficulty
- delayed social skills
- emotional upset related to in-school circumstances e.g. bullying, sensory overload
- emotional upset related to out-of-school circumstances e.g. bereavement, family turmoil, trauma.

If there are significant concerns an individual behaviour target plan may be devised with advice from any other agencies working with the child and family. Parents will be involved in the development of the target plan, which will also be discussed with the child. The appropriate member of staff will monitor progress and a review date will be set.

Links with Other Agencies

Many children respond well to behaviour management strategies. Support is available in nursery and school through our Pupil and Family Support Manager and Worker. If the unacceptable behaviour continues then the school has links with other agencies in order to plan effectively to support children when their behaviour is a cause for concern. Clear referral procedures exist to enable the school to access specialist advice. If parents are concerned about behaviour at home then support can be sought from our Pupil and Family Support Team, Family Hubs or Family Connect.

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Leaving the classroom or school grounds

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support (red card). It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful. Further details can be requested from the school office.

Searching and confiscation

The Headteacher and Deputy Headteacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, and stolen items. School staff can seize any banned or prohibited item found because of a search or any item considered to be harmful or detrimental to school discipline. Further details can be requested from the school office.

Legislation, statutory requirements and statutory guidance:

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

[Use of reasonable force and other restrictive interventions guidance](#)
[Behaviour and discipline in schools guidance for governing bodies.pdf](#)
[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
[Equality Act 2010: guidance - GOV.UK](#)
[Keeping children safe in education 2025](#)
[Suspension and permanent exclusion guidance](#)
[Supporting pupils at school with medical conditions](#)
[SEND Code of Practice January 2015.pdf](#)
[Searching, Screening and Confiscation](#)