

Behaviour Policy



Reviewed: September 2018

Reviewed by: Michelle Motley

Adopted by: Full Governing Body May 2018

Next Review: September 2019

Merryhills Primary School

Behaviour Policy

This policy will be monitored regularly by the Headship, Leadership Team, and the Governing Body, it will be updated as necessary to meet the changing needs of the school. It will be reviewed at least annually as part of the school's cycle of monitoring and through regular classroom observations.

This policy should be read in conjunction with other relevant school policies.

The policy has these key aims:

- To ensure the safety and well-being of all members of the school community
- To be positive, with an emphasis upon praise when appropriate behaviour is achieved
- To include all members of the school community in the process of promoting appropriate behaviour
- To identify clear expectations that are easy for everyone to follow
- To ensure equal access for all children to a purposeful learning environment and fair treatment in all aspects of school life

Positive behaviour is encouraged with:

- Praise (including Outstanding Student awards and special mentions of good behaviour in assembly)
- Use of various levels of rewards and consequences
- Positive feedback to classes through the School Council
- Timely communication with home
- Use of P4C and other PSHE materials (where appropriate, behaviour is explored and discussed through P4C)
- Individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, class targets)
- Projects with external agencies, e.g. within a class; for a group or set individually
- Dealing with incidents according to the needs of individuals
- Providing children with opportunities to have a fresh start wherever possible.
- Training of Games Makers to help promote active play and respect in our school.

Rewards

- Praise from staff and parents
- Praise from senior members of staff
- Whole-school recognition of achievement and behaviour. This will be shared in assembly with Outstanding Student certificates and special mentions given to pupils that continuously behave in accordance to the Merryhills Code.
- Praise for staying on the sun (Rec/KS1).
- House points – The school uses a House system for rewards. Each child is a member of a house: Topaz (yellow), Ruby(red), Emerald(green) and Sapphire(blue). Children have an opportunity to earn house points that go towards getting a bronze, silver or gold postcard that is presented in achievement assemblies as well as recognition of whole house achievements.

Support Strategies

- To provide an adult buddy
- To use visual prompts or aids to promote calming strategies, e.g. Timeout Card
- To use appropriate motivators to reward and encourage positive behaviour
- To use risk assessment or RAMP (Risk Assessment Management Plan)
- To rearrange the timetable where necessary
- To provide an individual pastoral plan when needed
- To provide timers to keep them focused and on task
- Malleable resources to provide comfort e.g. wobble cushion and putty
- Choice Menus to encourage children to make appropriate choices
- Sensory breaks
- Class responsibilities to help with refocusing
- Peer buddies

The Merryhills Code

We are committed to maintaining an atmosphere and environment where children feel secure, happy and motivated to learn and where there is a sense of belonging and mutual respect. Appropriate behaviour is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem. Everyone in the school community can achieve this by adhering to the '*Merryhills Code*.' Members of the school community are: children, staff, governors, parents and visitors.

At the beginning of the school year, each class discusses 'The Merryhills Code' so that children have a clear understanding what it means and how to follow it. This is mentioned regularly across the year including within Personal Social Health & Educational lessons or P4C and in assemblies as well as within the classroom.

Our values based education is fundamental to ensuring our pupils are prepared for the future, making them respectful citizens that show positive behaviour to all.

The Merryhills Code

We will.....

- Try our best
- Listen to each other
- Take responsibility for our own actions
- Have respect for all people and all property
- Be honest
- Walk around the school safely and quietly
- Ask for help when there is a problem

Following the code and making the right choices about our behaviour means that everyone will feel safe, happy and ready to learn.

The Rights , Responsibilities and Expectations of the School Community

Staff and Governors have a responsibility to:

- Praise good behaviour and work
- Be consistent and fair
- Actively promote the Merryhills Code at all times
- Take an interest in the welfare of the pupil
- Support children who may have difficulties in managing their emotions, through motivators, an adult buddy or other calming techniques and strategies. (See Support Strategies)
- Support colleagues across the school in the management of behaviour
- Actively deal with behavioural issues whenever and wherever they occur
- Involve and communicate with parents
- Promote our school values alongside British Values

Children have a responsibility to:

- Actively follow and promote the Merryhills Code at all times
- Treat **all** members of the school community with courtesy and respect
- Take responsibility for their own behaviour and an active role in resolving issues
- Tell adults if they (or others) are upset or have a problem
- Behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school
- Treat living things with care
- Try their best
- Take responsibility for personal and school possessions
- Be a good role model

Parents have a responsibility to:

- Support the school's behaviour policy
- Ensure their child's regular attendance and punctuality
- Work together with the school regarding discipline and management of behaviour
- Communicate to the school anything which may affect their child's behaviour
- Show courtesy and respect to all members of the school community
- Be a good role model
- Praise good behaviour

Unacceptable Behaviour and Consequences

Level of Seriousness	Examples of Unacceptable Behaviour	Consequences	Examples of Sanctions
1	<ul style="list-style-type: none"> • Ignoring the <i>Merryhills Code</i> • Talking in assembly/Talking in line • Interrupting an adult/others • Spoiling others' games • Avoiding work / wasting time • Inappropriate noise • Distracting others • Cheekiness/ Answering back • Teasing, name calling (apart from bullying/ racist /homophobic/sexist /disability comments) • Leaving chair in class without permission/good reason • Pushing in the line • Play fighting • Lack of co-operation • Running inside school • Unwanted physical contact • Swinging on chair 	<p>Sanction Level 1- Unacceptable behaviour dealt with by all staff</p> <p>This is during a session or during playtime/lunchtimes</p> <ul style="list-style-type: none"> • Reminder of the Merryhills Code or Behaviour Policy • WARNING-on the third to be re directed into another classroom • If behaviour continues, sent to Phase Leaders 	<ul style="list-style-type: none"> • Finishing work at break time/at home • Positive re-direction, highlighting the good example of others • Be spoken to about the consequences of their behaviour by a member of staff • Re-positioning within the group/classroom • Time out area at lunchtimes
2	<ul style="list-style-type: none"> • Persistent Level 1 misbehaviour • Disruption • Disrespecting another child • lying • Refusal to follow instructions • Spitting • Throwing/kicking resources or equipment around the classroom/playground • Being inside school without permission/good reason • Disrespecting property/defacing 	<p>Sanction Level 2- Unacceptable behaviour dealt with by Phase Leaders & Class Teachers</p> <ul style="list-style-type: none"> • Phase Leader-Time out • Parents informed by class teacher, verbal and logged. If parent is not accessible on that day phone call must be made home by Class teacher. 	<ul style="list-style-type: none"> • Time out in another class for the rest of the session and to complete class work- Phase Leader Classroom. • Written apology • Exclusion from after school activities if receiving Level 2s regularly. • Have to reflect on the consequences of their behaviour with a senior member of staff • Regular Home – School communication book monitoring pupil's work and behaviour

3	<ul style="list-style-type: none"> • Persistent Level 2 misbehaviour • Continuous disruption • Disrespecting an adult/Visitor • Blatant dishonesty • Verbal abuse towards another person • Spitting at someone • Swearing • Physical abuse /aggression • Leaving the classroom without permission • Intimidation, tormenting • Fighting • biting • Graffiti/vandalism 	<p>Sanction Level 3- Unacceptable behaviour dealt with by Phase Leader/AHT/DHT*</p> <p>*member of staff dependent on the severity of the offence</p> <ul style="list-style-type: none"> • Parents informed by Phase Leader/AHT/DHT and handed an incident letter (recorded on Scholar Pack) If parent is not accessible on that day letter must go home with the child. Where necessary a phone call is made home. 	<ul style="list-style-type: none"> • Miss part of lunchtime/playtime • Time out with AHT/DHT for the rest of the session and to complete class work- Phase Leader Classroom. • Written apology • Exclusion from after school activities if receiving Level 3s regularly. • Have to reflect on the consequences of their behaviour with a senior leader
4	<ul style="list-style-type: none"> • Persistent Level 3 misbehaviour • Bullying • Dangerous refusal to follow instructions • Throwing an object at someone with intent • Using swear words/gestures to offend someone • Violent physical attack (whether provoked or not) • Physical attacks on staff • Leaving school without permission • Severe intimidation and tormenting • Racial, social, cultural , disability or religious abuse • Stealing • Sexual harassment or abuse 	<p>Sanction Level 4 Unacceptable behaviour dealt with by Headship team (HT,DHT,AHT)</p> <ul style="list-style-type: none"> • Phone call made and meeting arranged with parents. The incident (recorded on Scholar Pack). 	<ul style="list-style-type: none"> • To miss all playtimes that week and where appropriate work in another class for the rest of day or in Head's/ Deputy/Assistant Heads office. • Be spoken to by the Headship Team and parents together. • Individual Behaviour plan devised between pupil, parent and teacher with specific targets and time scale. • Monitor behaviour daily. • Temporary in school base exclusion. • Fixed Term Exclusion

Dealing with unacceptable behaviour:

The following levels are considered to be examples of unacceptable behaviour. The Headteacher reserves the right to use consequences as she sees fit, without following the order as stated below, depending on the severity of the behaviour.

At Merryhills there are four levels of seriousness:

- It is not always easy to categorise behaviours within the specific context of the different levels, therefore this table is intended as a guide.
- We recognise that every child is different and therefore our policy is implemented in order to meet individual needs; this may include choosing to ignore some low-level inappropriate behaviour and the application of different strategies, as outlined in an Individual Behaviour/ Learning Support/ Pastoral Support Plan.
- The policy will be applied with due consideration for the child's age and stage of development.
- Persistent incidents of behaviour within the **Level 1** category will trigger a **Level 2** consequence.
- Persistent incidents of behaviour within the **Level 2** category will trigger a **Level 3** consequence.
- Persistent incidents of behaviour within the **Level 3** category will trigger a **Level 4** consequence.
- The Leadership team will be informed of Level 3 incidents
- The Headship team will be informed of Level 4 incidents.

Exceptional Circumstances

In the event of **extreme behaviour** where:

- The child puts others' safety at risk
- The child puts his or her own safety at risk
- School property is seriously or repeatedly damaged
- There is persistent breach of the Behaviour Policy

There may be no option but to impose a **Fixed Term** or **Permanent Exclusion**. Any child considered to be at risk of exclusion will be subject to a **Behaviour Support Plan** formulated by a multi-disciplinary team and parents, that will be used to positively support the child to manage their behaviour difficulties so that they are able to achieve success with clear expectations and regular reviews of progress. An integration meeting is held on the child's first day back after an exclusion with the parents and, where appropriate, the child.

Bullying

Bullying is considered to be extremely serious and is treated with zero tolerance. All staff who become aware of an allegation of bullying must refer to the school's Safe to Learn Policy (July 2017).

Racism, Homophobia, Sexism and disability discrimination

Racism, homophobic and sexist comments or negative comments made about a disability are taken seriously in our school and investigated carefully. In addition to the sanctions contained within this policy, all incidents of perceived racism, homophobia, sexism or discrimination regarding a disability must be reported to the Headteacher who will inform the appropriate authority as stipulated by the London Borough of Enfield. An incident is recorded if a victim, or any other person-child or adult-perceives it to be racist, homophobic, sexist, promoting negative views of disability or discriminatory in any way-regardless of the perpetrator's intent.

Adult Expectations

We work in close partnership with all parents. However, we will not accept rudeness or threat towards staff at the school. Should the need arise, the school will respond in one of these manners:

- We will notify parent/parents with 2 verbal warnings
- We will send a letter to parents regarding the adult's behaviour
- If the situation persists, the parent(s) can be banned from entering the school grounds. There may be circumstances where this comes into immediate effect at the discretion of the Headteacher.

Appendix 1

Our Positive Classroom Behaviour Management Systems **How they work/ instructions**

Reception & Key Stage 1

All children will begin the day on the sunshine symbol (this is displayed in each classroom)
All children remaining on the sun throughout the day will be given recognition at the end of the day.
This is a means positive recognition for children following the Merryhills Code.

Any child choosing not to follow the Merryhills Code will be given a verbal reminder of the expected behaviour.
If they still choose not to follow the code, they will be given a visual warning of being moved to the half sun/half cloud. This will be recorded.

Anyone still not following the Merryhills Code will be moved to the cloud and this will be recorded. This will be monitored and parents will be informed.

Children showing the correct behaviour will be given house points to support the Behaviour Policy.

Key Stage 2

Children showing the correct behaviour will be given house points to support the Behaviour Policy.
When a child is not making the right choice, they will be given warnings which will be verbal and visual. On the third warning, they will do 'Time Out' in another class- usually with a Phase Leader.

Implementation of the Policy

- Staff, pupils, governors and parents consulted during academic year 2016
- Revised policy presented to staff, pupils, parents and governors in Summer Term 2018
- Policy discussed by School Council and opportunity provided for comment
- A copy of the policy is available on the website
- All new families receive the policy and sign a Home – School Agreement
- All new staff and trainees to receive training in the policy's implementation
- Merryhills Code presented to the children and displayed prominently in classrooms alongside our school values