

# Behaviour Policy



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Reviewed by: Michelle Motley

Adopted by: Full Governing Body March 2016

**Next Review: March 2017**

# 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 aims to:**

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

### **Positive behaviour is encouraged through:**

- praise and a special mention of good behaviour given to children in assembly,
- use of various levels of rewards and consequences,
- positive feedback to classes through the School Council,
- communication with home,
- use of SEAL (Social and Emotional Aspects of Learning) and other PSHE materials,
- 'Circle Time' activities where appropriate behaviour is explored and discussed,
- individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, class targets),
- projects with external agencies, e.g. within a class, group or individually,
- dealing with incidents individually and providing children with opportunities to have a fresh start wherever possible.
- Mini Mentors help promote friendship and respect in our school.

### **Rewards**

- Praise by staff and parents
- Praise by senior members of staff
- Whole-school recognition of Achievement and Behaviour. This will be shared in assembly, a special mention will be given to pupils that continuously behave in accordance to the Merryhills Code. Certificate for staying on the sun(Rec/KS1)and star (KS2)
- House points – each child will be part of a house system, these will be 4 colours, topaz (yellow), ruby(red), emerald(green), sapphire(blue). Children will have an opportunity to earn house points that will go towards an individual prize as well as a team prize. There will be a treasure box and gems from each class will be added to this weekly. The team with the most Gems will win a prize each half term.

## **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. All of the school community can achieve this by adhering to the '*MerryhillsCode*.' Members of the school community are: children, staff, governors, parents and visitors.

At the beginning of the school year each class will discuss 'The Merryhills Code' so that children are clear about what it means. It may be used as a basis for Personal Social Health & Education lessons or circle time activities, class assemblies etc.

### **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 colleagues across the school in the management of behaviour
- Actively deal with behavioural issues whenever and wherever they occur
- Involve and communicate with parents

### **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 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"> <li>• Ignoring the <i>Merryhills Code</i></li> <li>• Talking in assembly/Talking inline</li> <li>• Interrupting an adult/others</li> <li>• Spoiling others' games</li> <li>• Avoiding work / wasting time</li> <li>• Inappropriate noise</li> <li>• Distracting others</li> <li>• Cheekiness/ Answering back</li> <li>• Teasing, name calling (apart from bullying/ racist comments)</li> <li>• Leaving chair in class without permission/good reason</li> <li>• Pushing in the line</li> <li>• Play fighting</li> <li>• Lack of co-operation</li> <li>• Running inside school</li> <li>• Unwanted physical contact</li> <li>• Swinging on chair</li> </ul>	<p><b>Sanction Level 1- Unacceptable behaviour dealt with by all staff</b></p> <p><b>This is during a session or during playtime/lunchtimes</b></p> <ul style="list-style-type: none"> <li>• <b>Reminder of the Merryhills Code or Behaviour Policy</b></li> <li>• <b>WARNING-on the third to be re directed in the classroom</b></li> <li>• <b>If behaviour continues sent to Phase Leaders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Finishing work at break time/ at home</li> <li>• Positive re-direction, highlighting the good example of others</li> <li>• Be spoken to about the consequences of their behaviour by a member of staff</li> <li>• Re-positioning within the group / classroom</li> <li>• Time out in classroom</li> <li>• Time out area at lunchtimes</li> </ul>
2	<ul style="list-style-type: none"> <li>• Persistent Level 1 misbehaviour</li> <li>• Disruption</li> <li>• Disrespecting another child</li> <li>• lying</li> <li>• Refusal to follow instructions</li> <li>• Spitting</li> <li>• Throwing/kicking an resources or equipment around the classroom/playground</li> <li>• Being inside school without permission/good reason</li> <li>•</li> <li>• Disrespecting property/defacing</li> </ul>	<p><b>Sanction Level 2- Unacceptable behaviour dealt with by Phase Leaders &amp; Class Teachers</b></p> <ul style="list-style-type: none"> <li>• <b>Phase Leader-Time out</b></li> <li>• <b>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.</b></li> <li>• <b>Incident recorded by Phase Leader</b></li> </ul>	<ul style="list-style-type: none"> <li>• Time out in another class for the rest of the session and to complete class work- Phase Leader Classroom.</li> <li>• Written apology</li> <li>• Exclusion from after school activities if receiving Level 2s regularly.</li> <li>• Have to reflect on the consequences of their behaviour with a senior member of staff</li> <li>• Regular Home – School communication book monitoring pupil's work and behaviour</li> </ul>

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

### **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, by positively supporting the child to manage their behaviour difficulties so that they are able to achieve success with clear expectations and regular reviews of progress.

## **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 2016) which is currently being updated.

## **Racism**

In addition to the sanctions contained within this policy, all incidents of perceived racism must be reported to the Headteacher who will inform the appropriate authority as stipulated by the London Borough of Enfield. For further information the school's Race and school's Single Equalities Policy.

## **Adult Expectations**

We work in close partnership with all parents. However, we will not accept rudeness towards staff at the school, should the need arise the school has the right to: Notify parent/parents with 2 verbal warnings:

- A letter will be sent to the parent,
- If the situation persists the parent 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.

Children remaining on the sun four or more times in a week they will receive a special sticker to wear.

If children gain 5 or more special stickers throughout a half term they will receive a wow certificate to take home.

This is a positive recognition for children following the MerryhillsCode.

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.

#### **Key Stage 2**

Will use house points to support the Behaviour Policy

### **Implementation of the Policy**

- Staff, pupils, governors and parents consulted during academic year 2015
- Revised policy presented to staff, pupils, parents and governors SpringTerm 2015
- Policy discussed by School Council and opportunity provided for comment
- Every family to receive a copy of the policy
- 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 around school