



Behaviour Policy

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| Review date: October 2018 | | |
| Next review date: October 2020 | | |
| Kayleigh Reading | | |
| Headteacher | Signed: | Date: October 2018 |
| Kate Fowkes | | |
| Chair of Governors | Signed: | Date: October 2018 |
| Reviewed October 2018 – Following paragraphs added: Fixed Term Exclusion, Break & Lunchtimes. Rewards added | | |

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

Behaviour is the way we act and respond to people and to situations we find ourselves in.

None of us behave perfectly all of the time. We all behave differently in different situations. The school's behaviour policy is about taking the children from where they are now, and helping them to find socially acceptable ways to behave for them to be successful in their future lives.

To be socially acceptable, we believe that children at Merton Junior School should be able to:

- treat other children and adults with respect.
- speak politely to other people.
- have self confidence and high self-esteem.

At Merton Junior School, we believe in the education of the whole child within a safe, caring and positive environment. We aim to create a community where good behaviour is expected and encouraged through mutual respect, praise and reward.

Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour through 'assertive discipline'. By establishing clear boundaries and a secure understanding of rewards and sanctions, children become aware of the settings, routines and procedures and know what is expected of them.

All members of the School community have created our '**Merton School Code**'. It is displayed throughout the school so as to remind **everyone** of the responsibilities we have towards **each other**.

Try your best and take pride in all you do

Treat others, their work and belongings with respect

Follow adults' instructions the first time they are given

Move calmly and quietly around the school

Speak politely and kindly at all times

We believe that for effective teaching and learning to take place, it is essential that good behaviour is present.

We will create a caring, learning environment by:

- showing respect for staff and pupils, speaking politely at all times
- promoting self-discipline and self-esteem
- using assertive discipline strategies to positively praise desired behaviour
- being fair and consistent in our approach and response to both positive and negative behaviour
- acknowledging that all children are different and require different methods of discipline
- providing an environment that is secure and safe from disruption
- explain to children what they should have done or said when they get it wrong
- encouraging positive relationships with parents, involving them in the behaviour policy and its associated procedures
- praising all efforts and celebrating successes
- avoiding the use of critical or sarcastic language

We will not accept the following behaviour:

- use of swearing, rude, unkind or aggressive language
- hitting, kicking, biting or other such physical responses
- threatening behaviour of any kind
- racist, sexist or ageist remarks

If such behaviour occurs:

Children:

- We will tell the child that it is wrong and explain what they should have done or said [or not said].
- If the behaviour is repeated, or behaviour warrants, the child will choose to follow the school agreed sanctions.
- We will try to find out why the child is behaving this way and then treat the situation accordingly.
- Parents may be informed and consulted

System of Sanctions

Children who make poor choices will face the following sanctions;

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| V | Verbal warning |
| 1 | Name moved to 'unhappy face' |
| 2 | Time out at a separate table in classroom |
| 3 | Time out in another classroom |
| 4 | Class inclusion for the rest of the day |
| 5 | Teacher will contact child's parents |

The Headteacher reserves the right to use these sanctions as she sees fit, i.e. by giving more than one sanction depending on the severity of the behaviour. When it is necessary, Individual Behaviour Management Plans (IBMPs) may be written in order to support the school and child's specific needs. The Deputy Headteacher will write this in consultation with parents/carers.

Break and Lunch Times

ALL staff follow this behaviour system. Any child behaving inappropriately will be given a sanction. Should poor behaviour continue, the child's name will be recorded and reported to the class teacher. If poor behaviour (inappropriate language choices or violence of any kind) occurs during lunchtime, the child is 'sin binned' and will stay inside with a member of the Senior Leadership Team supervising. This may warrant a 'class inclusion' for the afternoon as well as violence is not tolerated in school.

This system lasts for a single day only – **a fresh start each day**. In order to transition successfully from infant to junior and in order for children to understand our school's policy, if a Year 3 pupil is 'class included' this will only last for half the day – for example, if they are 'class included' before or after break, this will only be until lunchtime.

Sometimes pupil behaviour is simply immature. They are often not being deliberately cruel; they are simply being children. It is our responsibility to correct them when they get it wrong and to encourage them to think about their actions and the possible consequences, helping them to see alternative ways of responding and reminding them over several occasions about it, rather than as a strict punishment.

Rewards

Children who have behaved appropriately and in a caring way will be praised and rewarded. This positive approach forms the basis of our School Behaviour Policy.

Each child at Merton Junior School belongs to a 'House' – Tawny, Barn, Snowy or Eagle. Rewards, given in many ways, will form the basis of our 'Point System'.

- They will be used regularly, without being overused
- Whenever possible, they will be given as soon as they are earned
- All children will have equal access to rewards
- Rewards will be relevant and meaningful to the child
- Children will be clear why they have been given a reward
- The use of rewards will enhance our home-school links.

Stickers may also be given for individual pieces of work.

Whole School and Year Group Achievement Assemblies will take place each week and will recognise hard work and successes in a wide variety of curricular and extra-curricular activities.

Various certificates are given out weekly – Handwriting, Courtesy, Achievement.

Star of the Day awards are given out daily in classes and postcards are sent home for exceptionally good work/actions/behaviour/choices within school.

If additional behaviour support is required:

Some children will require special support and Individual Behaviour Management Plans. These are set up in conjunction with parents to encourage positive behaviour. The pupil may also see our Emotional Literacy Support Assistant or Play Therapist for additional support.

We can also get help from a number of agencies e.g.

- Primary Behaviour Service
- School Nurse

Fixed Term Exclusions

If behaviour warrants, the Headteacher reserves the right to use Fixed Term Exclusion (internal and external). If a Fixed Term Exclusion is implemented then school will provide work to go home and will complete the appropriate paperwork as soon as possible. This will be hand-delivered to the parents/carers. School will also report this to the Inclusion Team at Hampshire County Council.

