

Merton Bank Behaviour Policy



September 2021

This policy will be reviewed by staff and Governors in the Autumn term of 2021

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This policy is set within the policy of the main school aims, which have been developed with all staff and governors.

The term discipline is often used to define a system that a school has to outline the sanctions used for not conforming. At Merton Bank Primary School, we are aiming to develop in our pupils, the acceptance and recognition of responsibility for their own decisions and actions and for their consequences. We, therefore, wish to put our emphasis on the promotion of positive behaviour rather than just to punish unacceptable behaviour. We hope to establish an environment in which children develop self-discipline and to create the conditions within which effective learning can take place. The ethos of Merton Bank Primary School is that all members of the school community are equally valued and respected and this should be reflected in the work that is undertaken by the school and in our attitudes towards one another.

In school, good behaviour is conduct which assists the school to fulfill its functions: namely the full development of the potential of all its pupils. Unacceptable behaviour is conduct which prevents this, either when an individual prevents his/her own development by behaving in an unacceptable manner or when such conduct disrupts the development process for other members of the school community. From this it follows that good behaviour is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school community and upon care for its environment.

Aims

1. To create a warm and caring environment in which pupils can develop a sense of self-discipline and an acceptance of responsibility for their own actions.
2. To create the conditions for an orderly community in which effective learning can take place and where there is mutual respect between all members of the school (pupils, teaching and non-teaching staff, governors and parents / carers) and where there is proper concern for the environment, property and equipment.
3. To increase an individual's self-esteem.
4. To involve the children in the decision-making process to enable the policy to become a practical reality.
5. To establish a regular system of contact with parents for incidences of good behaviour as well as unacceptable behaviour.

Objectives

1. To develop a system of rewards to promote positive behaviour.
2. To concentrate wherever possible on positive aspects of behaviour rather than negative ones.
3. To use punishment strategies where necessary which do not affect the pupils' curriculum entitlement.
4. To give pupils opportunities to develop a sense of responsibility within the school community, giving regard to their age and capabilities. e.g. collecting the register, being responsible for the running of the library.
5. To encourage independent learning and in doing so, to develop organisational and self-discipline skills.
6. To provide for the pupils a good role model through the standards that the adults in the school set themselves, both in their working practices and in their relationships with all other members of the school community.
7. To continue to provide INSET training for all members of the staff to ensure that the positive behaviour policy is understood and carried out by all those in the school community.
8. To communicate the Behaviour policy to parents / carers so that they are aware of the consequences of good and unacceptable behaviour. On our 1st newsletter of the school year, we will inform parents that the behaviour policy is available for them to view in school and online if they should wish to do so. We will also remind parents / carers of this fact through the letter that they receive to notify them that their child is in danger of exclusion. (Written warning)

Some Guiding Principles

1. Teachers and pupils are responsible for the general tidiness of the classrooms and of communal areas that they have worked in.
2. The rules, and the application of them, must always be seen to be fair and consistently applied. Age and individual children's circumstances should always be a consideration in the handling of children.
3. Parents / carers should be made aware of what the school is trying to achieve and the rewards and sanctions that might be applied and asked to support them. At regular intervals through a child's time at Merton Bank, parents / carers will be reminded of the school's policy and asked to acknowledge that they have received this information.
4. Staff should not humiliate pupils either publicly or privately.
5. Wherever possible, blanket punishments should not be used.
6. Rules are displayed in each classroom and around the school. These rules are discussed with the children at the beginning of the school year and at regular intervals throughout the school year. Other rules for playground and dining hall behaviour are also displayed around the school and referred to regularly. All staff who supervise at lunchtime have had training regarding positive interactions with children and also in encouraging and leading team games/activities. Designated play leaders, from year 5 and year 6, organise activities and set up equipment on the playground every lunchtime. Break time buddies, who have been trained and who work on a rota basis, listen to, note down and try to solve any issues/concerns that are brought to them. These are reported to a member of staff after lunchtime.
7. Rules will be reinforced through assembly themes and R.E, PSHE and PATHs.
8. The Junior Leadership Team encourages pupils to take an active part in issues which affect school life.
9. Circle time, PATHs and PSHE are used throughout the school to discuss issues such as bullying, friendship, feelings etc. These sessions should be accessed by all children and all should be encouraged to take an active part.
10. Teaching staff may refer a pupil / group of pupils to the BIT team (Behaviour Improvement Team) through the SENCo.

System of rewards

1. The teacher rewards a child for a good piece of work or behaviour with a stamp/sticker, Dojos and a positive comment (written or oral).
2. The child is allowed to take the piece of work to show another adult within the school.
3. The teacher may award dojos for good work or behaviour. Dojos are added up each Thursday evening and the winning child from each class receives a certificate. All children are able to cash in their dojos on Friday or Monday lunchtimes.
4. Achievement certificates are awarded at Friday's Assembly. Out of school achievements are also celebrated during Friday's Assembly in keeping with the school's aim of developing the potential of the whole child. Pupils who represent the school in either sporting or other events are highlighted and praised during this assembly. All those rewarded with a certificate are listed in the weekly newsletter.
5. Attendance certificates are awarded each term and at the end of the year. To gain an attendance certificate, a pupil should have 100% attendance per term and no more than 2 late marks. To achieve a yearly attendance certificate, pupils should have 100% attendance and no more than 3 late marks. Attendance prizes are awarded at the end of the year for those pupils who have achieved between 99% and 100% attendance with a maximum of 3 late marks.
6. Good behaviour can be rewarded by the earning of privileges. For example, time to be spent on the computer can be earned etc.
7. Negative behaviour can lead to the loss of privileges. For example, time on the playground, using the MUGA, whole school events, class trips etc.
8. Members of staff will take the opportunity to inform parents / carers of their child's good work/behaviour where this is appropriate. This may be done verbally at the beginning/end of a school day, by telephone or by a postcard.

System of Sanctions

A range of sanctions are available to all members of staff. Sanctions vary in their severity and should be used in a hierarchical way to ensure that the most severe sanctions have maximum impact.

The range of sanctions are as follows:-

1. Holding the hand of the member of staff during playtimes. (Most likely to be used with Early Years/Infant children)
2. In each classroom, from Reception to Year 6, the expectations are the same. The following applies to each session (am and pm) after an initial warning about their behaviour a child's name is moved onto amber if they continue to show inappropriate or unacceptable behaviour. This means they will lose 5 minutes of playtime, whereby they will stand by the adult on duty. If the child needs to be spoken to again about their behaviour their name is moved to red which results in losing the first 15 minutes of lunchtime play - Mrs Clark will be available for this reflection. If a child finds themselves on red during the afternoon they will spend the next day's playtime on reflection. Parents will be informed on that day if their child receives a red warning, this will either be face-to-face or via a phone call if the child walks home or is being picked up by another adult.
3. Loss of privileges e.g. playtimes, selection for the school football team. Staff should bear in mind that it is privileges that pupils should be deprived of and not their curriculum entitlement.
4. Class teachers may refer a pupil / pupils to Miss Brussels or Mrs Weatherby if they feel the behaviour of a pupil merits it. Referral to the Head teacher, Mrs Clark, will be made if they feel that the matter needs to be taken further. The pupil's parents / carers will be spoken to about the incident as soon as it is possible.
5. Midday supervisors are encouraged to deal with unacceptable behaviour by themselves as much as possible. They may ask a pupil to go inside to 'Reflection time' club or refer the incident directly to Mrs Clark. The behaviour system is followed during lunchtimes also.
6. In the event of persistent unacceptable behaviour or a serious incident the child will be given a final warning. This is kept in the office and a copy sent home with the child. This letter explains the consequences of another incident will be a fixed term exclusion. This letter will inform the parents / carers of the nature of the incidents that have led up to the final warning. A pupil may skip the first warning letter and go straight to a final warning depending on the severity of the offence. At the end of each half term each child's profile is 'wiped clean'. The purpose of this is two-fold: - To recognise if the pupil has made an effort to improve his / her behaviour and so that a punishment is not carried over for incidents that have taken place over a protracted period of time.

7. In the event of a really serious incident involving extreme violence, abusive behaviour or damage to school property the Senior Leadership team reserves the right to circumvent the above system and go straight to the fixed term exclusion. Each time a pupil is excluded, the relevant paperwork is sent to the parents / carers. From September 2002, a new monitoring form has been introduced. If a pupil is excluded for more than 5 days per term, the matter must be brought to the attention of the Governors' pupil disciplinary committee. Parents / carers are advised each time that their child is excluded that they have the right to appeal to the Governors against the decision.
8. If the Head teacher wishes to exclude a pupil for the Midday period, then a fixed term exclusion of half a day has to be applied.
9. Permanent exclusions are used in extreme circumstances. Examples of behaviour that would bring about a permanent exclusion include extreme violence or persistent and malicious disruptive behaviour, which is damaging the education of other pupils.
10. An alternative to a permanent exclusion is a supported transfer to another school. Prior to the child starting at his / her new school a supported transfer meeting is held and there may be support from a variety of services available.

Strategies for managing unacceptable behaviour

1. Some pupils will have behaviour targets set as part of an Individual Behaviour Plan coordinated by the SENCo. Initially these targets will be small in number, achievable and set in a short time span. Pupils will be given criteria for success (e.g. achieved target in 2 sessions out of 4) These targets will be discussed with the child's parents /carers who will be asked to review the achievement of the targets with their child at home. When it is appropriate, targets will be reviewed and may be increased or narrowed depending on the progress that has been made by the child in achieving the original targets.
2. Behaviour books or Target Cards are used with some pupils who persistently behave in an unacceptable manner. These are kept on a daily basis and are sent home at night with the pupil. Incidences of good and unacceptable behaviour are logged in the book and parents / carers are encouraged to make a comment if they wish or to write about the pupil's behaviour at home. Behaviour books are used as a short term measure as a means of allowing the parent/carer to have a clearer picture of their child's behaviour in school. Where behaviour books do not have an effect, the child would have an Individual Behaviour Plan drawn up and may, if necessary, be referred to the Educational Psychologist.
3. Circle time may be used to discuss issues such as bullying or responsibility for own behaviour and towards others and their property.

4. From time to time the advice of the Inclusion Support Service/ Behaviour Improvement team (BIT) will be sought for advice on dealing with pupils who are not responding to the school's own internal strategies for modifying behaviour. This may lead to a member of the BIT team coming in to school to work with an individual pupil / group of pupils. For younger pupils, this may lead to establishing a BOSS group. A referral to the BIT may also lead to a pupil spending some time in the PACE unit.
5. When all of the above strategies have been exhausted and the pupil has been moved to the Extra SEN support (ESS) stage of the SEN Code of Practice, parental/carer permission will be sought for a referral to the Educational Psychologist.
6. Restorative justice is used in KS2. This allows children to gain a greater understanding of their behaviour and its implications on others, including staff. The outcomes of the RJ meetings will help form a contract for the children to follow. This contract will be issued to the head teacher and to the parents of those involved. It can be used with younger children with the use of puppets if the need should arise.

Positive Handling

Positive handling should only be used when a pupil is in danger of injuring themselves, other pupils or a member of staff, or damaging school property. Except in extreme circumstances, only those staff trained in the use of positive handling methods should attempt to physically restrain a child. Details of the methods used and the recording of incidents can be found in the school's positive handling policy.

Bullying

Procedures and strategies for dealing with bullying can be found in the school's Anti-Bullying policy.

General Procedures to follow

1. Behaviour logs will be brought to Reflection at the start of break and lunch time.
Behaviour logs will record incidents that have resulted in a child being placed on amber or/and red. All incidents must be recorded on CPOMs.
Behaviour logs will be taken to Reflection for the member of staff on duty to sign.
2. Children are encouraged to go to the toilet at the beginning or during break and lunch time. Staff will reiterate this at all times. Staff will use their professional judgment when asked for permission to go to the toilet after a break from the classroom.
3. When children are asked to line up staff should position themselves so they can see all children at all times, at the front and back of the lines.

This policy was agreed by the staff of Merton Bank Primary School in the Autumn term 2021 and by the Governors at their Autumn term Business meeting 2021. It will be reviewed Autumn 2022 or earlier if necessary.

Behaviour Policy Appendix 1: Corona Virus

At Merton Bank, we recognise that there is a need for our children to behave differently when they return to school because of the new systems you have put in place to support their return. Changes to the behaviour policy have been to be communicated to pupils, parents and staff.

Routines for arrival or departure

All Drop Offs begin from 8.45am

- Breakfast club will be open from 8.00am
- School will begin at 8.45am for all children
- Nursery and Reception will enter via the Nursery entrance
- Year 1 will enter through their classroom door
- Year 2 will enter through the main entrance
- Year 3,4,5 and 6 will enter through the Roper Street entrance

All children will be collected at 3:15 from their designated pick-up points.

School instructions on hygiene, such as handwashing and sanitising

On returning to school in September 2021, pupils will continue to be reminded about the importance of hygiene. It will become an expectation that pupils wash their hands as specified below. Pupils will be constantly reminded of this throughout the day.

Handwashing

All classroom bases have hand soap, paper towels and hand sanitiser.

Children to wash hands a minimum of 4 times a day for 20 seconds supervised by staff.

- On arrival in school
- After Playtime
- Before Lunch
- After Lunch
- Additionally - Every time children visit the toilet (using facilities in toilets) and at any other point in the day at staff discretion.

Hand Sanitising stations will be located around school.

Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands

Children will continue to be reminded of the expectations that if they sneeze or cough they should catch it in a tissue or in their elbow. The tissue then needs to be disposed of and, if necessary, the table disinfected. They will be reminded that they will need to wash their hands immediately after. Tissues are available in each classroom, alongside handwash and hand sanitiser. Each classroom now has a pedal bin.

Reminders will be given to the children regarding avoiding touching their mouths, noses and eyes with their hands.

Inform an adult if you are experiencing symptoms of coronavirus (COVID-19)

Pupils are reminded that they must inform staff if they are feeling unwell, especially if they believe that they have any of the symptoms of COVID-19. If a child or a member of staff displays signs of illness/ symptoms of Coronavirus, they are to be moved into and isolated in the office next door to the HT's room and parents contacted.

The child/member of staff and their families will be encouraged to take a test for Covid. If the test is positive, the Head will call Public Health for further advice.

Rules about sharing any equipment or other items including drinking bottles

Classroom equipment will be kept to a minimum and must not be shared between pupils/other Bubbles. Pupils will be informed of the importance of this. Where possible, classroom equipment will be kept on the desk designated for that particular pupil. Where shared resources (such as Laptops) are used, staff will ensure they are sanitised before they are put away. In Early Years, a limited number of classroom areas/equipment will be used. All resources used must be sanitised each evening.

Pupils will provide their own water bottle, which will be brought into school with them each day. A plastic, disposable cup will be provided for anyone who forgets their water bottle.

Amended expectations about play times

Playtimes in the morning have been staggered.

There will be 2 break times

Year 1 and Year 2 - 10.15 - 10.30

Year 3, 4, 5 and 6 - 10.30 - 10.45

Playtime on Friday will be altogether.

Wet playtimes will be spent in class.

Use of toilets

Pupils will be notified and reminded of changes regarding using the toilet.

ANY pupil who needs to use the toilet during lesson time will be allowed to go but please encourage the children to go at playtimes etc. Don't stop any child from going to the toilet

- Reception/Nursery Pupils to use own toilet block
- KS1 Pupils to use KS1 Hall toilets
- KS2 to use main toilets near Playground door.

Clear rules about coughing or spitting at or towards any other person

All pupils will be reminded that coughs must be caught in a tissue. Where this is not possible, they should use the crook of their arm. Coughing and spitting towards any other person will not be tolerated.

Support

Many pupils are likely to continue to need some social and emotional support. PATHS programme will be delivered to all pupils across school. However, it is noted that some pupils will continue to need extra support, such as those who have previously had poor attendance as well as those new to the school, with special educational needs and disabilities (SEND) or who have not engaged with school during the lockdown periods due to the coronavirus (COVID-19) outbreak.

School will engage with the parents and carers of these pupils as soon as possible to set expectations, understand concerns and build confidence.

Pastoral Leads and Designated Safeguarding Leads have undertaken appropriate training to spot signs of distress and poor mental health. Staff to monitor and identify changes in behaviour (for example being fearful or withdrawn, aggressive or oppositional, or excessively clingy).