



Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

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Status	Statutory
Frequency of review	Every two years
Next review date	September 2023
Applicable to	School may adopt this policy as a template

Document History

Version	Version Date	Author	Summary of Changes
V0.1	January 2019	Megan Williams	Draft policy created
V0.2	March 2019	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	March 2019	Helen Stockill	Policy approved by Trustees
V2.0	August 2021	Megan Williams	Policy Reviewed

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1. Introduction

At Merrydale Junior School we aspire to ensure that all pupils feel safe, secure and valued. We want pupils to grow socially, personally and academically and to become responsible, caring and successful members of society. Through restorative approaches, pupils are taught about right and wrong, fairness, justice and tolerance.

We believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- Online -safety policy
- Physical Intervention policy
- Exclusion and Suspension policy
- Safeguarding policy
- Mental Health policy

3. Aims

This policy aims to:

- **Create a community of self-discipline and acceptance**, where everyone takes responsibility for their actions
- Provide a **consistent approach** to behaviour management
- **Promote** and **maintain** clear expectations of behaviour
- **Celebrate successes** and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language
- **Encourage** positive relationships
- Ensure **equality and fairness** of treatment for all
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

4. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a nurturing ethos:** To support children effectively we consider each individual's needs, when supporting positive behaviour changes we focus on the nurturing and repair of relationships.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

6. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

MERRYDALE RULES

- Listen to and follow Instructions
- WALK quietly around the school
- Keep hands, feet and objects to yourself
- Respect other people, their property and their beliefs

MERRYDALE EXPECTATIONS

- To wear your uniform and bring your PE kit
- To be on time and ready to learn.
- To try your hardest at everything
- To treat other people how you like to be treated
- To show good manners.

Our school rules reflect expectations of behaviour. These are things that should happen irrespective of the year group or age of the children. The rules are designed to keep every one safe while at school.

7. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness. They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and suspensions/exclusions.

The Headteacher

The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Respect pupils, listen to their views without discrimination and respond subtly
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Work in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils efforts and achievements
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents will work with us to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils will work with us to:

- Work to the best of their abilities
- Treat other pupils and staff members with respect
- Communicate their emotional needs to school adults
- Treat the school building and school property with respect
- Ask for help and support when required from a trusted adult
- Take responsibility for their behaviour

8. Rewards

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ Class Dojo points
- ✓ Letters, texts or phone calls home to parents
- ✓ Special responsibilities given

9. Consequences

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. The school may use one or more of the following consequences in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ Expecting work to be completed at home, or at break or lunchtime
- ✗ Missing some of their social time to reflect
- ✗ Referring the pupil to the pastoral team or a senior member of staff
- ✗ Letters or phone calls home to parents
- ✗ Agreeing a behaviour plan
- ✗ Putting a pupil 'on report'
- ✗ Internal exclusion for an agreed time frame
- ✗ Exclusion from school for an agreed time frame
- ✗ Permanent exclusion from school

When a behavioural incident occurs we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral room (The Nest) during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. After these incidences, a restorative conversation will take place between the pupil and the teacher.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity and/or safety of the other children or the named child. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

10. Behaviour system

The school has a very clear warning, warning and the time out system. This operates in all classrooms. The children are asked to go to the Pastoral room (The Nest). This involves a time out and a restorative approach so that the child may get back into class. If the child returns to class and continues to disrupt then a more formal internal exclusion will be put in place. The parents will be informed of this immediately.

Incidents of poor behaviour are logged on the schools CPOMS system.

11. Lunchtime behaviours

Lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. We offer different lunchtime clubs including Pokemon card playing, indoor play to give pupils the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour.

Poor behaviour is not tolerated during the lunchtime. The lunchtime supervisors have the same warning systems and have the ability to ask for help from senior leaders as well as the staff from the Pastoral room. The Pastoral staff also have a presence on the yard during lunchtime.

12. Online Behaviours

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

13. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised

approach (such as an agreed Behaviour Plan- see Appendix 1) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

14. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

15. Exclusions and Suspensions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in a suspension/exclusion.

There are three types of suspension/exclusion:

1. **Lunchtime suspension** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime suspension will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Suspension** – This is a temporary suspension from school which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information is stated in the school's exclusion and suspension policy.

16. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity

- Travelling to or from school
- Wearing school uniform or being in some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Causing distress to another child at another school

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat to a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for suspension.

17. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always be informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

18. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have Safety Intervention Training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Safety Intervention also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

19. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

20. Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

21. Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are trained in Safety Intervention. However, behaviour management forms part of whole staff continuing professional development.

22. Review

This behaviour policy will be reviewed by the headteacher and the advisory board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every two years.

Appendix 1: Behaviour Plan Example



Discovery Schools
Academy Trust

Individual Pupil Risk Assessment

Pupil: *** Class:**

Hazard Identified	Person/s at risk	Hazard rating	Control measures	Review																								
1. ***** may become disinterested and unwilling to participate in lessons/activities, becoming agitated and start to pose a social distancing risk.	<ul style="list-style-type: none"> ***** Other pupils Staff 	<table border="1"> <thead> <tr> <th colspan="4">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th>1seldom</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td>6</td> <td></td> </tr> <tr> <td>Frequently</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:				Likelihood of occurrence	1seldom	2serious	3major	1				2				3		6		Frequently				<ul style="list-style-type: none"> ***** must be verbally encouraged to reengage or be verbally asked to leave the classroom without entering other areas where children outside of his class bubble are. If behaviour escalates, staff will physically intervene, while wearing PPE. 	Constantly reviewed
Likely severity of consequence:																												
Likelihood of occurrence	1seldom	2serious	3major																									
1																												
2																												
3		6																										
Frequently																												
2. Risk of absconding, ***** running and trying to get away from adult/refusing to go with adult and entering other pupil 'bubble' areas.	<ul style="list-style-type: none"> ***** Other pupils Staff 	<table border="1"> <thead> <tr> <th colspan="4">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th>1seldom</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td>6</td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Frequently</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:				Likelihood of occurrence	1seldom	2serious	3major	1				2			6	3				Frequently				<ul style="list-style-type: none"> ***** must be verbally encouraged to return to his class or a neutral space away from other class bubbles. 	Constantly reviewed
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2			6																									
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Frequently																												
3. ***** can become agitated towards others and may show signs of anger that could result in physically hurting others.	<ul style="list-style-type: none"> ***** Pupils Staff 	<table border="1"> <thead> <tr> <th colspan="4">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th>1seldom</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td>6</td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Frequently</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:				Likelihood of occurrence	1seldom	2serious	3major	1				2			6	3				Frequently				<ul style="list-style-type: none"> ***** must be verbally encouraged to calm, be distracted or be verbally asked to leave the classroom without entering other areas where children outside of his class bubble are. If behaviour escalates, staff will physically intervene, while wearing PPE. 	Constantly reviewed
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4. ***** can physically damage property when in an agitated state.	<ul style="list-style-type: none"> ***** Pupils Staff 	<table border="1"> <thead> <tr> <th colspan="4">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th>1seldom</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td>4</td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Frequently</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:				Likelihood of occurrence	1seldom	2serious	3major	1				2		4		3				Frequently				<ul style="list-style-type: none"> ***** can be left to continue unless posing a physical threat to others, while verbally encouraging him to calm and/or distracting him. If behaviour escalates, staff will physically intervene, while wearing PPE. 	Constantly reviewed
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Summary

Medium risk, if frequency or severity increases further.