

Merriott and Haselbury Federation

	Name of Policy	Behaviour Management Policy	
	Approved Date	January 2018	
	Next Review Date	January 2020	

The Merriott and Haselbury Federation feel it is important to promote a caring and supportive environment to enable all members of our schools to feel secure, respected and therefore promote good behaviour. Furthermore, the staff and governors of Merriott and Haselbury Federation believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It is the purpose of this policy to have a key role in in developing and maintaining such an environment and that effective teaching and learning can take place.

The Governing Body fully supports these principles and seeks to create an environment in the school which encourages and reinforces good behaviour and to develop lifelong skills and values which will enable our learners to become good citizens and contribute positively to society.

Aims

- For all of the children to feel safe to learn, play and be with others.
- To create a learning environment where all its members are treated fairly, with respect and dignity.
- For all children to know they have the right to be safe emotionally and physically.
- It is our belief that school should help children learn that they are responsible for their own actions and that each child takes his/her own decision about what is the right or wrong thing to do.
- To create a learning environment which encourages and reinforces good behaviour so that all of our children are known, understood, listened to and valued, enabling them to develop their sense of belonging.
- To define acceptable standards of behaviour.
- To encourage consistent approach to behaviour management
- To promote self-esteem, self-discipline and positive relationships.
- To teach children the skills to enable them to:
 - i) solve conflicts as peacefully as possible through a process of negotiation
 - ii) to show sympathy towards and tolerance of others being aware of different needs
 - iii) to respect property
- To ensure that the schools expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy

Standards of Behaviour

Pupils are made aware of the standard of behaviour acceptable in school and of behaviour which is unacceptable and not permitted. Each school has a charter developed with the school council which reinforces how we should behave towards each other. Individual classes create their own golden rules which embed our charter and children sign up to agree to these. Classroom rules compliment the charter and are not a replacement.

Alongside this the school council has developed playground rules to live out the charter when out at play. The School Charter and the Playground Rules (Appendix 3 and 4) are displayed throughout the school.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. A daily focus within PHSE, RE and Collective Worship provide opportunities for effective role modelling.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Material and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Teachers should seek to use positive praise wherever possible when managing large groups. If staff are required to intervene to deal with behavioural incidents then they should aim to be as discrete as possible in dealing with the matter. Criticism should always be framed in a constructive manner.

Parent and Carer Partnership

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Rewards

Our School ethos is focused around positive encouragement and this extended to the promotion of good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Stickers and stamps
- House points
- Certificates
- Golden time
- Sending good work to other staff members for reward or praise
- Special privileges or jobs
- Positive phone call home or discussion with parents
- Head teacher awards
- Star of the Week (a record of this will be kept by all teachers to ensure all children will experience this each year)

Golden Time

“Golden Time” is included in each class weekly curriculum as part of our school positive behaviour policy. With “Golden Time” children are rewarded for behaving well. Often in schools, it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour, causing resentment amongst both children and staff in school. “Golden Time” ensures that the children who behave well, which are the majority, are rewarded.

“Golden Time” activities are suggested and agreed by the staff and will encourage children

to reinforce their learning skills through agreed play opportunities.

Sanctions

Although rewards are central to the encouragement of good behaviour, sanctions are needed to respond to inappropriate behaviour. As with rewards, sanctions, and the reasons for which they are used, need to be made explicit. As far as possible, the sanction imposed should relate clearly to the action which invoked it. For younger children any sanctions should be relevant and immediate. Sanctions which may be used are verbal warnings, loss of privileges including golden time, time out, referral to the Head Teacher, being entered in the Behaviour Book, parents being contacted and, as a final sanction, exclusion.

Verbal Warnings

These are given by teachers and other adults where there is a minor incident or the first occasion of an incident.

Withdrawal of Privileges

This may occur when a verbal warning has already been given or for the first incidence of a more serious nature. Within the classroom this may be loss of golden time.

Removal from the situation.

This may involve moving the child from one seat to another or requiring the child to sit with the teacher or another adult. It could also involve sending the child to a different class. A child would be sent to a different class if the inappropriate behaviour continues even after loss of golden time.

Time Out

The pupil should be given a specific time for which they will be withdrawn from the activity (e.g. a sand timer may be used with younger children – one minute for each year of age is quite a good guide) and clear expectations of their behaviour during the timeout period. A suitable place for time-out to be taken will be identified by the teacher, ensuring that the pupil remains under adult supervision at all times. The adult does not talk to, counsel or reprimand the child during this time. Soon after the child's re-entry into the room an opportunity is found to comment positively on their behaviour.

Referral to the Head Teacher

Pupils may be referred to the Head Teacher or Deputy Head Teacher for more serious incidents or when a particular behaviour recurs. For incidents of racist behaviour, a referral to the Head Teacher or Deputy Head Teacher will always be made and LA reporting procedure will be followed.

Behaviour Book

When a pupil is referred to the Headteacher or Deputy Headteacher for serious incidents, the pupil's name, nature of the incident and action taken is recorded in the Behaviour Book.

Notification of Parents

Where a teacher has concerns regarding a pupil's behaviour they may request a meeting with parents, this may just be a short conversation at the end of the day but should always take place privately. Parents will be contacted and offered an appointment to discuss a pupil's behaviour and any further action when a child's name appears three times in a half term in the Behaviour Book or when involved in any serious incidents, including those of a racist nature. Meeting notes and actions will be taken at these meetings (see appendix 2)

Exclusion

Whilst we strive to be an inclusive school where exclusion from school is very rare, we would hope that no pupil is ever excluded from our school, we recognise that in exceptional circumstances, when the safety or well-being of staff and pupils may be under threat, that exclusion may ultimately be used. If exclusion is ultimately the only alternative, guidelines published by the DfE must be followed and the Chair of Governors will be informed. The headteacher is responsible for all exclusions and each individual decision is informed by this policy, DfE guidelines along with his own discretion to ensure high standards of behaviour are upheld.

The above are general guidelines for the use of rewards and sanctions within the school. We do recognise that not all eventualities can be accounted for and that individual circumstances and needs should always be taken into account when dealing with pupils. However, adults should always ensure that their actions are fair and reasonable and that the reasons for decisions are made explicit to all those involved. A helpful table is included (appendix 4) to ensure all members of staff are as consistent as possible when applying sanctions to incidents unacceptable behaviour.

ROLES AND RESPONSIBILITIES

The Role of School Council

The School Council, who helps shape the approach to promoting positive behaviour within each school. The School Council consists of children from Reception up to Year 4 who are elected by their peers and meet regularly. School Councillors wear special badges that identify them throughout the school. As part of their duties the School Council discuss particular rules and their implementation. They have helped devise the school charter and playground rules. They also play a major part in deciding on activities that spread a positive message around the school. In addition, Year 4 pupils act as Play Leaders, are trained by an external sports consultant, and work with the teachers and lunchtime staff to support children during play times and lunch times and model positive behaviour.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards school staff and anyone on school grounds. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the head teacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The head teacher may then be involved and, if concerns remain, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of School Staff

All school staff have a responsibility to uphold the behaviour policy and to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults, we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- show, by example, respect and care for the property of the school, staff and children;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability and promote a positive attitude to personal differences (race, gender, age, ability and opinions) so that children learn to value individuality.

All staff should ensure that children move sensibly and quietly through the school at all. This is especially important in shared spaces and corridors where respect for others working should be considered.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

All staff will communicate with each other about behavioural incidents, especially at handover times after an activity, a playtime or lunchtime.

All staff are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Staff will contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving other staff as appropriate. All staff expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

It is the responsibility of all staff to ensure that the Golden Rules are enforced throughout the school day.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Role of the Headteacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

Special Educational Needs

Pupils whose inappropriate behaviour is more frequent, persistent, or severe than others will be placed on the Special Educational Needs Register. Emotional and behavioural difficulties often prevent children's progress in learning and they will be given support towards improving their behaviour through an Individual Education Plan. External agencies such as South Somerset Partnership School or the Educational Psychology Service may be called upon to offer additional support, when necessary (see our Policy for Special Educational Needs).

Use of Reasonable Force

All members of staff are made aware of the regulations regarding the use of force by teachers, as set out by the Department for Education (see appendix 1) Staff in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Reviewing and monitoring

Headteacher and other members of SLT (Senior Leadership team), in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.

The headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the headteacher, staff and parents.

The outcome of the review will be communicated to all those involved, as appropriate.

Statement re Use of Reasonable Force (taken from DfE Use of reasonable force - Advice for headteachers, staff and governing bodies July 2013)

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- Whenever used reasonable adjustments for disabled children and children with special educational needs (SEN) must be made.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

MEETING REPORT

Reason for meeting:

Those attending:

On:

At:

	ACTION	SIGNED
1		
2		
3		

Date of Review:

Child's name:

Class

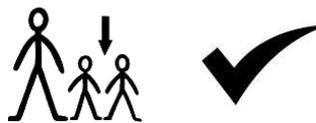
Merriott First School Charter

We are kind and helpful
We show respect
We listen
We try our best
We let everyone join in
We are caring and considerate
We try hard in all lessons
We are honest

(Devised by School Council in consultation with all pupils and staff)

Individual has Rights and Responsibilities

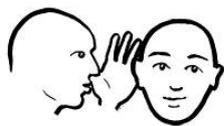
Our ethos is supported by a set of children's Rights and responsibilities:



Children have the right to....



Learn



Be heard



Be Safe



and happy



Children have the responsibility to...



Try our best and allow others to learn



Listen to



and



respect others opinions



Look after ourselves and others



EVERYONE IN OUR SCHOOL HAS A RIGHT TO BE HAPPY AND SAFE

Every class displays the Golden Rules for their classroom.

Merriott Playground rules

We are kind to everyone

We play gently and fairly

We follow adult instructions

We take care of our playground and play equipment

We treat everyone with respect

Haselbury Plucknett First School Christian Values and Charter

The values that are important to us at Haselbury School are drawn from Paul's letter to the Galatians, where he describes the fruits of living under the inspiration of the Holy spirit as being: love joy peace patience kindness generosity faithfulness, gentleness and self-control. For our school context we thought the values of **love, peace, patience, kindness, faithfulness and self-control**.

These values are not just theoretical but have real impact on how we do things and readily connects with our recently formed school charter where the value of love is central and is expressed in the following ways.

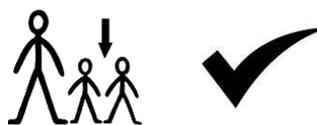
- **We listen and speak thoughtfully** (patience and kindness)
- **We are Kind and helpful** (kindness, self-control)
- **We respect and trust each other** (faithful, peace, self-control, patience)
- **We are friendly and play fairly** (kindness, peace, self-control)
- **We show forgiveness** (peace and patience)
- **We do our best** (self-control)

(Charter Devised by School Council in consultation with all pupils and staff)

These values say something important about how we learn and live together as a school community; a place where the quality of our relationships is important to us alongside the desire for high standards and continued success for our children.

Individual has Rights and Responsibilities

Our ethos is supported by a set of children's Rights and responsibilities:



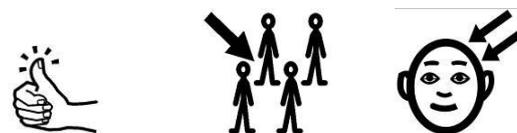
Children have the right to....



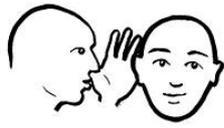
Learn



Children have the responsibility to...



Try our best and allow others to learn



Be heard



Be Safe



and happy



Listen to



and



respect others opinions



Look after ourselves and



EVERYONE IN OUR SCHOOL HAS A RIGHT TO BE HAPPY AND SAFE

Every class displays the Golden Rules for their classroom. An example of this is:

Haselbury Playground rules

We are kind to everyone and make sure no one is left out

We play gently and fairly

We listen to adults and talk to them if we need help

We look after our playground and play equipment

We solve friendship problems in a calm way

Appendix 4

This chart has been designed to allow the school to deal with unsatisfactory behaviour as consistently as possible. This grid is by no means exhaustive and is merely a suggestive guideline. We also accept that each incident will be different and may be interpreted in different ways which may affect the severity of the situation, (e.g. level of intent or force used).

Stage	Example Behaviour	Acceptable Sanctions/Actions
Minor	<ul style="list-style-type: none"> • Straying in areas of out of bounds e.g. beyond playground lines • Fussiness • Calling out • Minor Rudeness • Running in school 	<ul style="list-style-type: none"> • Child explicitly informed that behaviour is unacceptable. • If behaviour persists a final warning may be given. • If behaviour continues to persist then this could be escalated to "Moderate". • If the behaviour persists then parents will be informed
Moderate	<ul style="list-style-type: none"> • Minor fight • Spitting • Answering back, rudeness • Work refusal • Disrupting learning • Unkind behavior • Persistent infringement of minor behaviour. 	<ul style="list-style-type: none"> • Child may be invited to discuss the behaviour with another teacher. • Child may be given "time out" in a quiet area to reflect on their behaviour. • Loss of playtime (whole or in part) • Loss of Golden time (whole or in part) • Child may be requested to spend part of their playtime stood next to an adult. • Where a child's actions have wronged another person, then the child may be asked to write a letter acknowledging their poor behaviour and encouraged to apologise. They may be asked to make a card or draw a picture during the "time out", to compensate for their actions. • Time out will be used in line with the need of their child. ☒ • If the behaviour continues to persist then the behaviour could be escalated to "Serious". ☒ • Parents informed of poor behaviour.

<p>Serious</p>	<ul style="list-style-type: none"> • Swearing or spitting at staff or pupils • Out of bounds and refusing to respond • Wilful damage to other people's property or work • Behaviour which endangers themselves or others (e.g. climbing on fences or roofs) • Bullying behaviour • Continual fighting • Stealing • Repeated refusal to work • Persistent infringement of Moderate behaviour ☒ ☒ 	<ul style="list-style-type: none"> • Child invited to discuss the behaviour with the head teacher or deputy head teacher/senior teacher • A behaviour log may be started to track the child's behaviour • Extended loss of playtimes or Golden Time. • Extended supervision at playtimes • Loss of other privileges, (e.g. representing the school at a sport, monitor job) • Parents informed of poor behaviour • If the behaviour continues to persist then the behaviour could be escalated to "Very Serious"
<p>Very Serious</p>	<ul style="list-style-type: none"> • Physical abuse of staff • Premeditated or continuing physical attacks on others ☒ • Large scale destruction of property • Leaving the school site • Continued bullying behaviour • Offensive weapons, drugs, alcohol or offensive material brought into school • Inappropriate touching of adult/ child as indicated in the NSPCC PANTS programme • Racism 	<ul style="list-style-type: none"> • Child will discuss the behaviour with the head teacher or deputy head teacher in their absence ☒ • Parents will be notified to discuss the behaviour • A home school book implemented • LA guidelines will be followed and the behaviour may result in a temporary, partial or fixed exclusion • Child will be provided with support to ensure the behaviours do not reoccur • Deliberate racism will be recorded and reported to governors