



Merry Hill Infant School and Nursery

Behaviour Policy

Name/Title of responsible committee/individual:	Headteacher and Assistant Headteacher(s)
Date issued:	September 2019
Review frequency:	Annually
Target audience:	All stakeholders

The Governing Body shall conduct the School with a view to promoting high standards of educational achievement.

Merry Hill Infant School and Nursery is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.0		Approved by Headteacher

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1 Governors' Statement of General Principles with Regard to Behaviour of Pupils

This statement has been drawn up in accordance with the Education and Inspection Act 2006 and the Department for Education (DfE) Guidance for Governors on Behaviour and Discipline in Schools, September 2015.

The purpose of the statement is to provide guidance to the Headteacher in drafting the school's Behaviour Policy so that it reflects the values of the school and the shared aspirations of governors, parents/carers of pupils, staff and pupils at the school. It also highlights appropriate legislation and guidance which need to be reflected in the policy.

The Full Governing Body of Merry Hill Infant and Nursery School firmly believes that Outstanding behaviour contributes to Outstanding learning.

2 Rationale

The purpose of this policy is to establish and maintain a whole school approach to positive behaviour, which will encourage mutual respect between members of the school community.

2.1 General Philosophy

This policy is intended to create a happy, caring, secure and stimulating learning environment where everyone will be encouraged and inspired to do their very best.

We believe that high-quality teaching promotes effective learning and outstanding behaviour. We endeavour to work together with parents and staff for the mutual well-being of all who are connected with the school. In working together as a community we seek the best for the children in our care and see the behaviour policy as a part of this goal.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and to become responsible citizens for the future.

We will adopt a zero tolerance approach to bullying, racism and all other forms of discrimination by adults or pupils, and any such incidents will be dealt with promptly and firmly.

There are two basic principles upon which our behaviour policy is based:

- We believe it is our duty to promote and encourage positive behaviour, not just react to that which is unacceptable
- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child

Everyone at Merry Hill Infant School and Nursery has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment. We display our Learning Charter around the school and this is discussed with the children.

3 Our Learning Charter

Our Learning Charter is taken from our 'Jigsaw' PSHCE scheme.

Our rights

We have the right to:

- Learn
- Be respected and treated fairly
- Be heard
- Feel safe

Our responsibilities

We have the responsibility to:

- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

4 Hertfordshire STEPS Training

Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer.

The Steps approach is based on the following principles:

- A shared focus on inclusion of all children and young people within their educational settings
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management

At Merry Hill Infant School and Nursery we have one trained 'Step on' tutor: Miss Bateman.

In September 2018 all Merry Hill Infant School and Nursery staff attended 'Step On' training in de-escalation, run by our Steps tutor.

The training emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. Our behaviour policy supports these principles.

5 Rewarding Positive Behaviour

Every class has the rainbow system of praise and reward. This system follows the principle that all children start on the sunshine at the beginning of every day. Throughout the day they can then move to the rainbow and then the pot of gold for showing outstanding behaviour. For behaviour that is less than expected, children will move down to the cloud and then the storm cloud if this behaviour continues. If a child ends the day on the pot of gold, they will receive a special sticker to take home. If a child ends the day on the pot of gold 5 times they will then receive a sticker from the Headteacher

or Assistant Headteacher(s) in recognition of their continued effort. Adults must strive to find opportunities to move children up from the cloud as soon as possible to reinforce positive behaviour. Any adult can move a child up or down the Rainbow chart to reinforce the same expectations are held by all adults throughout the school.

In addition to the Rainbow system, there is a weekly 'Achievement' assembly linked to our Jigsaw PSHCE scheme. Two children from each class will receive a certificate each week linked to the half termly Jigsaw topic.

Each week a child who has been noticed for showing particular effort in class or the playground will be chosen to take home the class bear.

There is a half termly 'Manners Table' where children who have been seen using good manners are chosen to eat their lunch with a member of the Senior Leadership Team.

6 Managing Unacceptable Behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times children may need extra support to follow our school rules.

Sanctions will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable. A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. All staff have a responsibility to value the process of learning how to behave appropriately and support children to become a positive member of our school community.

7 Behaviour Steps – In class

Merry Hill's 5 stages of unacceptable behaviour are displayed in all classrooms and around school. They are used consistently by all members of staff.

It is essential that all immediate sanctions are directly related to the incident that has occurred and will provide a reflective learning experience to support the child. For example if the incident took place in P.E., the child may miss 5 minutes of the P.E. lesson to reflect and discuss their choices and what they would do next time. Merry Hill believes that all children should be supported in all aspects of their development and that all experiences should be ones that they can learn from. Whenever using a sanction it is important to reflect and/or model the positive behaviour required of the child and ensure that they understand that it is the unacceptable behaviour that is rejected and not the child.

See next page for Merry Hill's 5 Stages of Unacceptable Behaviour Table.

Merry Hill's 5 Stages of Unacceptable Behaviour

Stage	Examples of behaviours	Actions
1	<ul style="list-style-type: none"> • Calling out • Interrupting a member of staff • Talking at inappropriate times • Running inside • Rocking on chair • Constant fiddling 	<ul style="list-style-type: none"> • Eye contact from staff • Praise the positive behaviour in the nearby area • 'Catch' the child following the behaviour rules • Reminder of the expectations "Walking inside thank you."
2	<ul style="list-style-type: none"> • Persistent stage 1 behaviours • Refusal to do work or follow instructions • Cheeky one off comment to a member of staff • Pushing or shoving in the line • Name calling • Wasting of learning time e.g. wandering about 	<ul style="list-style-type: none"> • Verbal reminding of expectations • Praise the positive behaviour in the nearby area • Move down on the behaviour chart • Move to another place in the class to do work
3	<ul style="list-style-type: none"> • Persistent stage 2 behaviours • Physically hurting someone- hitting/ kicking/ pinching/ biting • Throwing objects that could hurt someone • Deliberately damaging property • Leaving the classroom without permission • Provoking or goading another child • One off swearing that is not directed at a person 	<ul style="list-style-type: none"> • Use Roots and Fruits to guide the adult towards the needs of the child • Reflection time with member of staff- consequence to be directly linked to the action • Parents/carers notified • Motivational chart to monitor behaviours
4	<ul style="list-style-type: none"> • Persistent stage 3 behaviours • Attempting to leave the school grounds • Violent behaviour towards others • Offensive language regarding disability/ gender/ race 	<ul style="list-style-type: none"> • Follow guidance from STEPs to introduce an individualised behavioural plan. • Use de-escalation script • Internal exclusions • Arrange meeting with parents • Possible multi-agency assessment
5	<ul style="list-style-type: none"> • Persistent stage 4 behaviours • Bullying 	<ul style="list-style-type: none"> • See extreme behaviour • Exclusion

Bullying of any kind is unacceptable at Merry Hill Infant School and Nursery. The new definition of bullying describes a bully as '*a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable*'. We believe that children have a right to feel that they are safe from verbal, physical and emotional harassment when they come to school and recognise that bullying in any form can have a potentially damaging and long-lasting impact on the mental health and emotional well-being of children and young people who experience it. Please see the school's Anti-Bullying Policy for more information. Children who engage in inappropriate behaviour towards other children will be managed as described in the school's policy on bullying including, if necessary, the severest sanctions. Racial abuse will not be tolerated (see separate Race Equality Policy). Incidents of bullying or racism are to be kept in the office log book and also reported in summary form to the governing body.

8 Behaviour Steps – On the playground

The 3 steps procedure

The '3 steps' has been adopted by the school as a way for children to help tackle unwanted behaviour from other children including their friends whilst in the playground.

The 3 steps are:

Step 1: Say to the person doing the unwanted behaviour PLEASE STOP. I DON'T LIKE IT.

Step 2: If the behaviour continues, child says PLEASE STOP OR I WILL TELL THE TEACHER / ADULT.

Step 3: If the behaviour still continues then the child TELLS AN ADULT.

Adults will ask if they have followed the 3 steps procedure first and then will deal with incidents and make a decision based on the above guidance. The class teacher and, in some cases, the Headteacher, must be kept informed of incidents.

Name calling and behaviour (which may be persistent) is recorded in the class teacher's behaviour diary as part of our monitoring system. At lunch times, MSAs report unacceptable behaviour to the Lead MSA (Mrs Kemp) and to class teachers. All MSAs receive training and policies to support their role.

All staff will be informed of any continuing concerns about a child's behaviour or well-being during a weekly staff briefing.

9 Extreme Behaviour

The staff and governors will not tolerate any extreme breaches of the school's expectations. Extreme breaches of the school's expectations, including persistent Stage 4 behaviours, may require more drastic measures and must involve the Headteacher or Assistant Headteacher(s) so that a record can be made of the observed behaviour or incident.

In the case of bullying and racist remarks, the school adopts the Hertfordshire County Council policies.

Individual strategies will sometimes need to be implemented to support particular children. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (see Multi-agency assessment).

Parents/carers will be continually involved in supporting the school in managing their child's behaviour. It may also be appropriate to complete a Behaviour Support Plan where deemed necessary, as set out by Hertfordshire STEP's process.

10 Exclusions

If a child's behaviour poses a serious threat to the wellbeing of staff/ children, or is having a sustained and considerable impact on the learning of their classmates, then it may be necessary for the school to exclude a child. This must always be carried out in strict accordance with the County Guidelines. In such instances, the child's parent/carer will be informed in writing of the reasons for the exclusion, length of exclusion, steps taken to avoid exclusion and how to appeal the decision. Work arrangements will be made so that the child does not fall behind their classmates and a full re-induction plan will be put in place and explained to the child at the first possible opportunity on their return to school. Our school is very successful in avoiding the need to exclude, using this as a sanction of last resort. Bullying is often misunderstood by children and parents, but the school is adamant that it is never tolerated and always acted upon.

For further information please refer to the School Anti-Bullying Policy. This policy will be considered in conjunction with the following policies:

- Anti-bullying
- E-Safety

11 Multi Agency Assessment for Pupils who display Continuous Disruptive Behaviour

Where the school has concerns about a pupil's behaviour, it will attempt to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In these circumstances the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour will also be considered. The Early Help Module (EHM) is a tool for the identification and assessment of children and young people considered to be in need of additional support. Other agencies may include Education Welfare, Social Services, Health Services, Educational Services, Advisory Teachers, Chessbrook Education Support Centre, Colnbrook Outreach Service and the police.

12 Restrictive Physical Intervention

"Restrictive Physical Intervention" (RPI) is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use "reasonable force" to control or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (including the child's own property)

There is no legal definition of "reasonable force". However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention

that is un-resisted after a few seconds. The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor. Please refer to the Restrictive Physical Interventions Policy for more information.

13 Pupils' Conduct Outside The School Gates- Teachers' Powers

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to all non-criminal undesirable behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Teachers may discipline a pupil for:

Any misbehaviour when the child is

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

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

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In the first instance the incident will be reported to the Head teacher who will make a decision as to whether or not further action should be taken. The incident will be investigated in the same manner as other serious incidents of misbehaviour such as racist incidents and bullying. Sanctions used by the school for discipline are set out in the Sanctions section above. It may also be necessary to meet with parents/carers and involve outside agencies if appropriate.

14 Searching, Screening and Confiscation

Although teachers at Merry Hill recognise the young age of the pupils and do not intend to search them, it is important to recognise that members of staff do have the power to search without consent for 'prohibited items,' including stolen items and weapons of any kind.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

15 Pastoral Care For Staff Accused of Misconduct

As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff. Any staff that has a malicious accusation made against them shall be given support and counselling where necessary. Staff shall be interviewed to determine the circumstances and parents of the pupil shall be kept informed throughout. Often pupils have made the accusation as a result of an unmet need and don't realise the serious consequences of their actions. Where necessary outside agencies will be consulted.

16 Review

These procedures should be reviewed on an annual basis to ensure consistency of approach.