



Merry Hill Infant School and Nursery

Behaviour Policy

Name/Title of responsible committee/individual:	Curriculum Committee
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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

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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. Merry Hill follow a therapeutic approach to behaviour management which puts emphasis on the understanding of all behaviour as a method of communication and that the wellbeing of all children is at the forefront of everything we do.

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 Golden Rules around the school and these are discussed with the children.

3 Golden Rules

The following Golden Rules have been agreed by staff and children as those being most suitable for our community.

1. Do be gentle
2. Do be kind and helpful
3. Do work hard
4. Do look after property
5. Do listen to people
6. Do be honest

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 and Nursery School we have two trained 'Step on' tutors: Miss Bateman and Miss Smith.

In September 2018 all Merry Hill Infant School and Nursery staff attended 'Step On' training in de-escalation, run by our Steps tutors. All staff receive annual refresher STEPs training and all new staff receive full 'Step On' training'.

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 Covid 19

Whilst the Government advises schools to implement social distancing measures, we will require all children to follow our social distancing and hygiene rules. This is to ensure the safety of all children and adults.

Some of these measures include:

- Following instructions on hygiene such as handwashing
- Following instructions on who children can socialise with whilst at school
- Moving safely around the school grounds (for example following the one way system, lining up on the marked lines and not entering closed areas of the school)
- Following 'Catch it, kill it, bin it' rules about sneezing, coughing and hygienic disposal of tissues
- Not sharing equipment across bubbles
- Staying in their allocated learning and playing areas
- Telling an adult if they feel unwell

If a child does not follow these guidelines, they will be reminded by the staff member working with them and where necessary, given visual reminders to support them. If the child continues to not follow the school rules, the parents will be phoned to collect their child.

6 Rewarding Positive Behaviour

All adults in school will praise positive, pro-social behaviours seen around the school which link to our school values and Golden Rules. This will usually be verbal, personalised praise, explaining how that behaviour had a positive impact on something or someone else. E.g. "Thank you for picking up that coat in the cloakroom, that made me feel really proud of you." Adults may also celebrate outstanding behaviour by notifying their teacher, sending the child to another staff member for praise or being given special roles and responsibilities around the school.

In addition to day to day recognition of positive behaviour, there is a Jigsaw poster in each class where children are encouraged to nominate other children who have been following the values focused on in PSHCE. The child's name will be written on the poster and this will be shared with the class at the end of every week. Every week, the class teacher will nominate a child or multiple children to receive the Jigsaw certificate. This will be celebrated in class and then sent home with the children to share with their families. All children who are awarded the certificates each week will have their names added to our 'Weekly Celebrations' Blog on the school website.

Each week a child who has been noticed for showing particular effort will be chosen to take home the class bear. They will have an opportunity to share a diary of their weekend together with their class. *This has been postponed until further notice due to current restrictions.

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. *This has been postponed until further notice due to current restrictions.

7 Managing Unacceptable Behaviour

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

All staff members will discretely manage unsettled behaviour by making subtle adaptations to practise, for example, by moving children's table spaces or by giving children sensory breaks. If the behaviours continue, the child will receive a verbal warning with explanation; the adult working with the child will continue to adapt their practise to support the child in improving their behaviour and work towards pro-social behaviours.

If child continues to show behaviour which is less than expected, they will be asked to complete a behaviour reflection sheet with a suitable adult. This will encourage the child to reflect on their unacceptable behaviour and learn strategies to implement next time to ensure their behaviour improves. This will always take place at a suitable time for that child. This may be immediately or a little later on in the day once the child is able to calmly reflect on their actions. If the child continues to show unacceptable behaviour over a period of time, the teacher will meet with parents to implement a personalised behaviour plan.

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.

Therefore all children will be given a warning before being required to complete a behaviour reflection sheet to encourage the child to improve their behaviour. If the child is required to complete a behaviour reflection sheet, the suitable adult will ensure they talk through the event when the child is settled and calm to learn what actions would have been better in that scenario so there isn't a repeat of that behaviour in the future.

All staff understand that sanctions need to be used with discretion, reflecting on the child and the situation.



8 Behaviour Stages of Sanctions – In class

Merry Hill's stages of Sanctions 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 Merry Hill's Stages of Sanctions for Unacceptable Behaviour Table on the next page.

Merry Hill's Stages of Sanctions for Unacceptable Behaviour

Stage	Some examples of intentional behaviours	Actions
1 (The child will be moved closer to an adult or sat in a different place to complete their work)	<ul style="list-style-type: none"> • Repeated behaviours such as: Calling out, distracting the learning of others, saying unkind words, • Leaving the classroom without permission • One off offensive language • One off hurting another child • biting 	<ul style="list-style-type: none"> • The child completes a Stage 1 Behaviour Reflection sheet with a member of staff (5 minutes at a suitable time when the child is calm and ready to reflect) A copy of the Behaviour Reflection sheet gets filed in class folder • If a child receives 10 stage 1's in one half term, the class teacher will arrange a meeting with the parents to discuss behaviour plan (Sticker chart, home-school communication book etc.)
2  (The child will be sent to another class to complete their work)	<ul style="list-style-type: none"> • Persistent stage 1 behaviours • Provoking or goading another child 	<ul style="list-style-type: none"> • The child completes a Stage 2 Behaviour Reflection sheet with our internal specialist support LSA (10 minutes at a suitable time when the child is calm) • A copy of the Stage 2 Behaviour Reflection sheet gets sent home to inform parents • The class teacher, alongside the internal specialist support LSA will complete the necessary STEPs guidance documents (e.g. Anxiety map/ Roots and Fruits) • If a child receives 5 code 2's in one half term, a letter will be sent home from the school (signed off by SLT) requesting a more rigorous home/school action plan (e.g. daily communications-meetings/ phone calls/ agreed action plan)
3  (The child will be removed from the classroom/ area if they are a danger to themselves or others)	<ul style="list-style-type: none"> • Persistent stage 2 behaviours • violent behaviour towards others • Attempting to leave the school grounds • Bullying 	<ul style="list-style-type: none"> • The Headteacher/ Assistant Headteacher will be called to assist • Child's parent called for a meeting • Fixed term exclusion
4	<ul style="list-style-type: none"> • Persistent stage 3 behaviours 	<ul style="list-style-type: none"> • See extreme behaviour • Permanent exclusion

NB: All adults will use their professional digression and will investigate to determine if the behaviour is age appropriate. The emotional wellbeing of the children will always be at the forefront of decision making.

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 understand 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.

9 Behaviour on the playground

Staff will encourage good behaviour on the playground by using verbal praise or telling their class teacher about the good behaviour witnessed.

All children at Merry Hill are taught the 'The 3 steps procedure' as a way for children to help tackle unwanted behaviour from other children including their friends whilst on 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.

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.

10 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 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 STEPs process.

11 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 our Exclusions Policy and Anti-Bullying Policy. This policy will be considered in conjunction with the following policies:

- Anti-bullying
- E-Safety

12 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.

13 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.

14 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.

15 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.

16 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.

17 Review

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