



Behaviour Management Policy

Aiming High, Achieving Together

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Signature of Chair of Governors	<i>G.Dove</i>

At Merton Infant School we believe that:

- Teaching the skills of self-discipline, self-belief, co-operation, respect and tolerance are an important part of the curriculum.
- These are skills which can be learnt, particularly if we work together with parents to achieve our goals.
- Everyone in the school has the right to be treated as an individual and with respect.
- Good relationships are vital to the successful working of the school.
- All achievements should be valued and everyone should have the opportunity to achieve their potential.
- Children respond well to high expectations. We expect everyone to work hard and give their best at all times.
- Children learn better with a smile on their face – positive attitudes should be rewarded and encouraged.

Encouraging good behaviour

The aim of this behaviour policy is to encourage children to value themselves and others by respecting rights and tolerating differences. We believe that praise is the best way in which value can be tolerated. Children need to know what appropriate behaviour looks like. We endeavour to be positive and consistent in our approach and to notice and reward good behaviour.

We promote good behaviour by: -

- Communicating adult responses to their behaviour throughout the day through the use of Perfect Pink, Green to Grow and Superstar faces
- Making positive remarks
- Encouraging older children to look after younger ones
- Devoting teacher time to issues of mutual respect
- Drawing good behaviour to the attention of parents/ peers/ staff
- Giving rewards (see below)
- Ensuring all children have equal access to praise and commendation when they make progress in behaving appropriately
- Recognising the importance of organisational factors in creating a positive school ethos e.g. pupil grouping, classroom management, timetabling, curriculum balance and variety
- Circle Time – Poor behaviour is often a result of poor self-esteem. The school uses the Jigsaw (our Personal Development Learning) and Trick Box materials to promote good self-esteem and teach strategies to prevent bullying or poor behaviour

School Rules

Children will be expected to develop self-discipline, to have regard for other children and adults and to develop respect for their environment. We endorse the Rights & Responsibilities (RR) principles advocated by the United Nations Convention on the Rights of the Child. Our school rules are the moral values which inform and develop the ethos of the school based on the overarching theme of Respect:

Respect myself



Respect others



Respect our world



RIGHT	RESPONSIBILITY
I have a right to learn	- To work hard and try your best - To listen to all adults - To do as you are asked the first time - To concentrate and not disturb others - To follow our MERTON values
I have the right to be safe	- To walk in school - To be kind and not hurt others – kind hands, kind feet, kind mouth - To follow the playground charter

In September, each class devises a Class Rights & Responsibilities charter. The acceptance and adherence to these rules provides a well-ordered environment. Children will be reminded of the rules throughout the year through daily Assemblies or weekly class Jigsaw Circle Time activities and discussions. The rules are displayed in every area of the school. The rules are also listed in the Home-School Agreement which is signed when the child joins the school by the child, parent and school.

A Playground Charter is also displayed outside, in the hall and shared with children:

RIGHT	RESPONSIBILITY
To have a happy playtime	- To play safely - To be kind and not hurt others - To be sensible - To ask others to join in your games - To use equipment correctly

The Young Interpreters (YR – Y2 children with English as an Additional Language (EAL) and non-EAL children) act as empathetic buddies during each playtime on both playgrounds to help children feel welcome and settled into our school. The children wear a Young Interpreters hi-vis jacket and support any child who feels lonely or upset in addition to supporting new children to the school and those with EAL.

Lunchtime

The lunchtime supervisors carry special stickers which are given to children for adhering to the Playground Charter. The lunchtime supervisors will refer serious behaviour to a member of the Senior Leadership Team (SLT) who will manage any incident, or a Middle Manager, in their absence.

Rewards

A range of rewards are used to promote good behaviour and encourage children to take responsibility for their own behaviour. The children are made aware of the reward systems through assemblies and circle time. Rewards should be used for behaviour, effort and work (including good manners, being brave, being honest). Rewards include: -

- Verbal praise** - good, well done, positive expressions etc.
- Headteacher Certificates** – teachers nominate children who demonstrate each of the MERTON values that week to receive certificates in Celebration Assembly on Fridays.
- Celebration of work** – shown to other children in class/year group, other Staff. Children are given a sticker and can choose to have them on their jumpers or on pieces of good work in their books.
- Superstar-Good-Improve** – every class displays the behaviour system: Superstar = Gold, Good = Pink, Improve = Green, Serious Warning = Red. Each day every child starts on Good and has the opportunity to move their photo to either Superstar or Improve.
- Treat time** – children can earn a pebble for the class jar. Once it is full, the children can choose a class reward e.g. DVD afternoon, longer playtime etc.

Pebbles earned	YR	Y1	Y2
Autumn term	5	5	5
Spring term	5	5	5
Summer term	5	5	5

Every day we start afresh on Pink face.

Appropriate behaviour is communicated to children throughout the day through the use of Superstar, Perfect Pink, Green to Grow. Examples of behaviour are detailed below:

Red definition is only for Staff and will be communicated with parents/carers and may be used to support referrals to PBS or other external agencies.

Superstar	Pink	Green (Warning)	Red (Serious Warning)
- Using one or all of the MERTON values to achieve a target - Showing exemplary behaviour consistently - Completing an excellent piece of work/performance - Exceptional effort - Completing homework consistently	- Following class/school rules - Following behaviour expectations in the classroom, around school and on the playground - Following routines in the classroom and around school - Completing all school work during specific time frames - Using level 1 indoor voice in the classroom - Completing homework	- Talking/whispering during focused work - Touching other children (prodding, poking etc.) - Saying unkind words to others - Calling out - Tapping/clicking objects on table/chair - Repeatedly getting out of seat/going up to the adult - Not completing adequate work - Drawing/writing on something when you shouldn't be - Making sounds that disrupt others - Talking/whispering/interrupting when someone else is talking - Fiddling - Poking tongue out - Using loud voices - Rolling your eyes - Snatching from someone - Sulking/tutting/pulling faces - Embarrassing others when they have made a mistake - Telling tales - Swinging on chairs - Wandering around class - Distracting peers when they are trying to work	- Being physically aggressive to another child (hitting, punching, fighting, kicking, biting, pushing etc.) - Persistent low-level green behaviour that is not improving - Persistent disruptive behaviour that stops other children learning - Spitting - Breaking other people's/school's property - Violence towards adults - Bullying - Swearing - Prejudicial comments meant to insult others - Consistent work avoidance - Stealing - Running around school away from adults - Being unsafe/taking risks in school (e.g. running around the school, climbing on things, hiding etc.) - Upturning furniture / throwing things - Leaving class without permission

		• Refusing to follow/not following instructions • Answering back • Not showing respect • Not tidying up • Scribbling on your own learning/books • Misbehaving in the toilet • Being dishonest	
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The Superstar-Good-Improve behaviour management system must be used in a fluid manner so that children immediately see the impact of their behaviour, both positive and negative. By using this system, children can quickly be moved back to pink, or even onto superstar/gold face when displaying positive behaviour in line with the class charter, school and playground rules. For example, "I have moved you to green face because you are calling out, when you show me that you can wait your turn/put your hand up you can move back to pink face". This provides the children with an opportunity to quickly turn their behaviour around and be praised.

Consequences

Children learn that rights also bring responsibilities. Where children are choosing to ignore their responsibility to behave appropriately, consequences are given as an opportunity for the child to reassess his/her behaviour and to decide how to behave appropriately in the future. When speaking with a child, staff will remind them that it is the behaviour which is unacceptable and not the child themselves.

Sanctions

Not following the school rules will incur sanctions. A misbehaviour can result in:

1. A non-verbal warning e.g. a steely eye, gestures (shaking of the head, thumbs down, pointing to where a child should be looking or sitting etc.)
2. A verbal discussion / warning from a member of staff
3. Moving the child to red face on the visual Superstar-Good-Improve faces
4. Missing playtime
5. Missing part of the class treat (time dependent on the misbehaviour).
6. Being sent to another class with work for a specified time.
7. Being sent to the Headteacher.

Children, who have been reminded of their responsibilities and continue being disruptive require additional support with their behaviour. Distressed behaviour could be caused by a number of factors such as a special education need, a child's home environment, experience of a trauma and a child's prior school experience – particularly if they have not been to school before. Initially, school will discuss the distressed behaviour with parents to find out if any background circumstances could be the cause. Following this, an Individual Behaviour Management Plan (IBMP) will be created with measures put in place to support the child with their behaviour which may include any or all of the following:

In the classroom:

- "Catching good" ladder
- Individual workstation/table
- Task/reward system
- Own seating spot on the carpet
- Own timetable
- Short focused tasks
- Access to continuous provision
- 1:1 support to complete work
- Independent packet tasks to complete
- Now/next board
- Social story for kind hands/feet/words
- Controlled choices
- Alpha commands – instruction followed by thank you

At playtime:

- A buddy who is a positive role model
- Close supervision by an adult
- A reduced area on the playground
- An alternative play area with a small group of children (Venetia garden, Year 1 and 2 outdoor areas)
- Holding an adult's hand and talking about the playground rules

If these strategies are successful, the child will gradually have these provisions reduced and will reintegrate with peers.

If these strategies are not successful, a referral to an outside agency such as Primary Behaviour Service (PBS), Maple Ridge Outreach or Ethnic Minority and Traveller Achievement Service (EMTAS) will be made.

Each class has been issued with a red hand "HELP" card which a child takes to the staff room / Headteacher's office immediately if a staff member requires support with a child's behaviour. On receipt of the card, the staff member will know that their presence is required immediately.

For children who struggle with specific aspects of their behaviour the table below outlines the strategies to follow:

Key behaviour difficulty:	Strategy:
Wanders around the classroom	Own visual timetable with ownership of managing it

	Now/next visual Regular movement breaks Fiddle toy Holding activity (doodling, colouring, Playdoh etc.) Short, sharp, engaging activities Timer Close adult supervision Reward chart Specific praise for sitting/following adult instructions
Pokes/prods other children	Carefully chosen classroom position on the carpet and at the table Own chair & table Alpha commands – hands in lap, thank you Fiddle toy Holding activity (doodling, colouring, Playdoh etc.) Social story for kind hands
Doesn't complete work	Own visual timetable with ownership of managing it Now/next visual Highly motivating task followed by reward Short focused tasks that can be completed very easily independently (TEACCH-style) Controlled choices (e.g. maths in your book or on the whiteboard) Providing opportunities for turning situations around Specific praise for following adult instructions/ completing steps towards the final outcome Reward chart
Poor attention, focus and concentration	Own visual timetable with ownership of managing it Now/next visual Highly motivating task followed by reward Short focused tasks that can be completed independently Bank of independent tasks that can be completed very easily independently (TEACCH-style) Specific praise for following adult instructions/ completing steps towards the final outcome Short, sharp, engaging activities Adult-led activities delivered 1:1 Timer for remaining on a task for a set period of time Close adult supervision to keep the child on task – verbal reminders/praise for completing steps towards the final outcome Reward chart
Doesn't follow classroom rules or expectations	Alpha commands – instruction and thank you Broken record technique Visuals showing the classroom rules and routines Ownership of managing visual timetable "Catching good" ladder Social story Reward chart
Doesn't follow adult instructions	Own visual timetable with ownership of managing it Now/next visual Highly motivating task followed by reward Short focused tasks that can be completed independently Bank of independent tasks that can be completed independently (TEACCH-style) Verbal warning advising what happens next Broken record technique Alpha commands – instruction and thank you Reward chart
Uses unkind words towards other children	Social story ELSA sessions Social skills group
Hurts or touches other children inappropriately	Social story ELSA sessions Social skills group
Low self-esteem	Reference to Trickbox statements Putting smiley faces on their own work

	ELSA sessions "Catching good" ladder
Afraid of getting things wrong/having a go	Reference to Trickbox statements Social story ELSA sessions
Won't ask for help	Help visual card ELSA sessions Social skills group
Quiet/mute	Follow recommendations from Selective Mutism manual ELSA sessions Social skills group
Need support with social skills consistently	Positive peer role model Key adult ELSA sessions Social stories Twice-weekly Nurture Group
Very emotional - need support with emotions consistently	Positive peer role model Key adult ELSA sessions Social skills group/twice-weekly Nurture Group Calm-down area/safe space/bean bag "Catching good" ladder "Turn it around" chart Own visual timetable with ownership of managing it Now/next visual Reference to Trickbox statements Daily Thrive activities Weekly TALA sessions with ELSA
Requires support with behaviour consistently throughout the day	Key adult ELSA sessions Social skills group/Nurture Group Own visual timetable with ownership of managing it Now/next visual Alpha commands – instruction and thank you Broken record technique Highly motivating task followed by reward Short focused tasks that can be completed independently Bank of independent tasks that can be completed very easily independently (TEACCH-style) Specific praise for following adult instructions/ completing steps towards the final outcome Short, sharp, engaging activities Adult-led activities delivered 1:1 Timer for remaining on a task for a set period of time Close adult supervision to keep the child on task – verbal reminders/praise for completing steps towards the final outcome Reward chart

For children that struggle with several aspects of their behaviour the PBS "catching good" ladder and "turn it around" chart will be used.

Where behaviour does not improve despite all procedures above being followed correctly, the following next steps will occur:

Persistent low-level behaviour

- Discussion with the child by a member of the SLT
- Class suspension
- Parents contacted and asked to come into school to discuss their child's behaviour
- Referral to an outside agency, where appropriate

Verbally or physically abusive behaviour

- Red hand (support from SLT)
- Change of face

- Team Teach Physical Intervention by trained staff
- Access to calm down area/bean bag
- Parents contacted and asked to come into school to discuss their child's behaviour
- Individual Behaviour Management Plan (IBMP) created
- Referral to an outside agency, where appropriate
- Suspension (as a last resort)

Class suspension

The child will be sent to another class to either complete their work or to sit and have reflection time. Parents will be informed by the class teacher or a member of the SLT either by telephone or at the end of the school day.

Fixed-term suspension

The decision to impose a fixed-term suspension by the Headteacher will be in response to serious or persistent breaches of the school's behaviour policy and where allowing the child to remain in school would seriously harm their education and welfare, or that of others in the school. A child should not be suspended in the heat of the moment, unless there was an immediate threat to the safety of the child or others in the school.

Three class suspensions during one school week COULD result in a fixed term suspension. The length of time for the suspension will be determined on a case by case basis. Before such an action is taken, both parents and Governors will be informed and reference to the Department for Education (DfE) guidance will be taken.

"School will comply with their statutory duties in relation to pupils with SEN when administering the suspension process, including using their 'best endeavours' to ensure the appropriate special education provision is made for pupils with SEN and (for all settings) having regard to the Special Education Needs Code of Practice."

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including Pupil Movement Guidance September 2022.

Physical Intervention

When pupil behaviour presents a serious danger of causing significant harm to themselves, to others, or to property, or there is a major threat to good order, trained staff may need to follow Team Teach physical intervention. See Physical Intervention Policy.

Bullying

Bullying means anything which is intended to upset or hurt anyone else, to make a person feel isolated, unhappy or afraid. It is the **persistent** nature which turns such behaviour into bullying rather than an isolated incident. Bullying is one form of unacceptable behaviour that adversely affects the learning and development of both the bullied child and the bully. If bullying is detected it will be dealt within the normal procedures of discipline and encouragement of good behaviour. It is totally unacceptable. Where necessary, the parents of both children will be involved. See Anti-Bullying Policy.

Monitoring

This policy should be seen as a working document, subject to revision in the light of changing circumstances and impact on actual practice. The Headteacher is responsible for ensuring that the policy is monitored, reviewed and report to Governors each term.

Linked Policies:

Whistleblowing Policy
 PDL Curriculum Vision Statement
 Anti-Bullying Policy
 Physical Intervention Policy
 DfE guidance
 Equality Policy
 Safeguarding Policy
 Site Security Policy
 Child Protection Policy

EVERY DAY WE START AFRESH