

Merton Junior School



Behaviour Policy

'Be wise, together we succeed'

Review date: May 2025		
Next review date: May 2026		
Headteacher	Signed:	Date: May 2025
Chair of Governors	Signed:	Date: May 2025
Date approved: November 2021		
Reviewed October 2021 –No amendments		
Reviewed: November 2022 – policy updated to be inline with current school procedures		

This policy should be read in conjunction with all other school policies.

Behaviour is the way we act and respond to people and to situations we find ourselves in.

Merton Junior School is an inclusive, friendly and safe place to be. Our approach, ethos and curriculum not only shapes our learners to be motivated, enthusiastic, respectful, optimistic and nurturing individuals here and now, it develops our pupils so that they can become well-rounded citizens of the future - citizens who will be well-equipped with a range of skills and strategies so that they can face and overcome any challenges with resilience and a growth mindset, and be successful and proud of their accomplishments.

At Merton Junior School, we believe in the education of the whole child within a safe, caring and positive environment. We aim to create a community where good behaviour is expected and encouraged through mutual respect, praise and reward.

This policy is about taking the children from where they are now, and helping them to find socially acceptable ways to behave so that they can be successful in their future lives.

To be socially acceptable, we believe that children at Merton Junior School should be able to:

- treat other children and adults with respect;
- speak politely to other people;
- have self confidence and high self-esteem.

Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour through 'assertive discipline'. By establishing clear boundaries and a secure understanding of rewards and sanctions, children become aware of the settings, routines and procedures and know what is expected of them.

All members of the School community have joined together to create our 'Merton School Code'. It is displayed throughout the school so as to remind **everyone** of the responsibilities we have towards **each other**.

Try your best and take pride in all you do

Treat others, their work and belongings with respect

Follow adults' instructions the first time they are given

Move calmly and quietly around the school

Speak politely and kindly at all times

We believe that for effective teaching and learning to take place, it is essential that good behaviour is present.

We will create a caring, learning environment by:

- showing respect for staff and pupils, speaking politely at all times;
- promoting self-discipline and self-esteem;
- using assertive discipline strategies to positively praise desired behaviour;
- being fair and consistent in our approach and response to both positive and negative behaviour;
- acknowledging that all children are different and require different methods of discipline;
- providing an environment that is secure and safe from disruption;
- explain to children what they should have done or said when they get it wrong;
- encouraging positive relationships with parents, involving them in the behaviour policy and its associated procedures;
- praising all efforts and celebrating successes;
- avoiding the use of critical or sarcastic language.

We will not accept the following behaviour:

- use of swearing, rude, unkind, prejudicial or aggressive language;
- hitting, kicking, biting or other such physical responses;
- threatening behaviour of any kind;
- racist, disablist, sexist or ageist remarks;
- derogatory remarks towards someone's gender or gender choice.

If such behaviour occurs:

Children:

- We will investigate the incident to establish who was involved and what has been said/done to get all sides of the story.
- We will talk to the child/ren to explain how / what has been unacceptable, clearly explaining what they should have done (or not done) or said (or not said).
- If the behaviour is repeated, or behaviour warrants, the child will choose to follow the school agreed sanctions.
- An apology to the other child/ren may be necessary, if other child/ren were involved, and their parent/s may need to be contacted, if necessary, to inform them.
- We will try to find out why the child is behaving this way and then treat the situation accordingly.
- Parents may be informed and consulted.
- Incidents will be recorded on CPOMs and appropriate 'tabs' used to identify what the issue can be categorised as.

System of Sanctions

Children who make poor choices will face the following sanctions;

- V Verbal warning**
- 1 Name moved to 'unhappy face'**
- 2 Time out at a separate table in classroom**
- 3 Second verbal warning**
- 4 Class inclusion for the rest of the day in another classroom**
- 5 Teacher will contact child's parents**

Staff reserve the right to use these sanctions as they see fit, i.e. by giving more than one sanction depending on the severity of the behaviour. When it is necessary, Individual Behaviour (IBPs) may be written in order to support the school and child's specific needs. Teachers will write these in consultation with the Year Leader, SENDCo and child, these will be shared with parents/carers. The plans will be reviewed regularly and all staff will be aware of the plan to ensure consistency. These plans are also referred to as 2 or 3 point plans.

Break and Lunch Times

ALL staff follow this behaviour system. Any child behaving inappropriately will be given a sanction. Should poor behaviour continue, the child's name will be recorded and reported to the class teacher. This will be recorded on CPOMs under 'Negative Behaviour'. If poor behaviour (inappropriate language choices or violence of any kind) occurs during lunchtime, the child is 'sin binned' and will stay inside with a member of the Leadership Team supervising. This may warrant a 'class inclusion' for the afternoon as well as violence is not tolerated in school.

Only in exceptional circumstances, e.g. a severe situation at the end of the previous day where a child should be internally included but can't because they are about to go home or violent/aggressive behaviour where an external suspension is not appropriate at this point will a child be internally include the following day. This system lasts for a single day only – each child has **a fresh start each day**. In order to transition successfully from infant to junior and in order for children to understand our school's policy, if a Year 3 pupil is 'class included' this will only last for half the day – for example, if they are 'class included' before or after break, this will only be until lunchtime.

Sometimes pupil behaviour is simply immature. They are often not being deliberately cruel; they are simply being children. It is our responsibility to correct them when they get it wrong and to encourage them to think about their actions and the possible consequences, helping them to see alternative ways of responding and reminding them over several occasions about it, rather than as a strict punishment.

Rewards

Children who have behaved appropriately and in a caring way will be praised and rewarded. This positive approach forms the basis of our School Behaviour Policy.

Children will be given Dojo points (a system which has been chosen by the children), these points will be used:

- regularly, without being overused
- to encourage and celebrate positive behaviour choices, they will be given as soon as they are earned
- equally so that all children can access them
- so that they are relevant and meaningful to the child
- children will be clear why they have been given a reward

Stickers may also be given for individual pieces of work.

Whole School and Year Group Achievement Assemblies will take place each week and will recognise hard work and successes in a wide variety of curricular and extra-curricular activities. Various certificates are given out weekly through the whole school Achievement Assembly – Handwriting, Times Tables, Courtesy, Achievement Certificate (one per class) and Year group Champion.

Star of the Day awards are given out daily and weekly in classes and postcards are sent home for exceptionally good work/actions/behaviour/choices within school.

We have a formal Achievement Ceremony at the end of the school year where awards are given to children who have excelled in each subject, Governor Awards are presented, the Head Boys & Girls are chosen for the following year, as are the prefects.

If additional behaviour support is required:

Some children will require special support and Individual Behaviour Plans (2/3 point plans). These are set up in conjunction with teachers, children and parents to encourage positive behaviour. The pupil may also see our Emotional Literacy Support Assistant (ELSA) or Play Therapist for additional support.

We can also seek support and help from a number of agencies e.g.

- Primary Behaviour Service
- School Nurse
- CAMHs
- Early Help Hub

Suspensions

Schools can suspend a child if: they have seriously broken school rules. allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils. If behaviour warrants, the Headteacher reserves the right to implement a Suspension. If a Suspension is implemented then school will provide work to go home and will complete the appropriate paperwork as soon as possible. This will be hand-delivered to the parents/carers. School will also report this to the Inclusion Team at Hampshire County Council. Please refer to the Suspension Policy for further information.

When a child returns to school after a Suspension, a reintegration meeting will be held. The Headteacher or a member of the Leadership Team will meet with the parent/carer and child to discuss expectations of behaviour and how best to support the child moving forward.