

Our aim is to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and with compassion. We respect the differences between staff and pupils and see this as a strength. We expect staff to develop individual and team approaches in response to differing children and situations and we understand that ‘all behaviour is communication’ – they must, however, be based on these agreed **principles**, grounded in our vision that positive and collaborative relationships as central to school life:

- That building positive relationships is the key to promoting positive behaviour, mutual respect between children and staff always
- That embedding & maintaining a high standard of behaviour is a whole school responsibility
- High standards of behaviour are promoted by having clear, whole school consistent norms and expectations. These must be explicit and act as a reference point for all staff and children (see ethos blocks)
- All staff must model good behaviour, promoting respect for all
- Effective teaching is inextricably linked to the promotion of positive behaviours, children should be guided and supported in taking responsibility for their own behaviour
- Managing behaviour should be interactive and be responsive to contextual factors
- Time must be given to teach social and behavioural skills and to build positive identities for individuals, groups and classes, within our PSHE curriculum (Jigsaw) sequence of learning but also a reactive approach to issues occurring ‘in the moment’
- Children have a voice, given the time to be listened to, treated fairly and with respect
- A positive approach to behaviour management based on valuing and promoting good behaviours is more effective than focussing on negative behaviours.
- Praise should be personal, specific and at times non- public. We want to create a culture where positive behaviour is intrinsically motivated. Rewards systems are for the ‘team’ and celebrate the positives and do not highlight negatives. For example, marbles in a jar leading to a purposeful/planned Golden time. Rewarding individuals e.g. worker of the week can have negative implications on behaviour for some children
- When problems occur, we must be proactive in adopting a solution-based approach avoiding a negative blame culture, children should be supported in talking with others to resolve conflicts and in learning to resolve problems independently.
- Good behaviour is fundamental to raising standards and to promoting social inclusion.

#### **Tips for dealing with incidents of inappropriate behaviour:**

- Be mindful that children often need the opportunity to calm/de-escalate before reflecting on an incident, keep your dialogue to a minimum if the child is not ready to talk/listen
- A consequence is not always appropriate however, missing part / a break time or having time out with an adult can be a useful consequence for certain behaviours
- Children need to be allowed a clean slate and time to reflect upon /restore a situation or relationship and explore how they could better manage another time
- If a child needs time out of class/ away from a situation, teachers work together to ensure a safe space away from the incident is available

**Expectations** Our school is a calm and respectful environment where all have a voice and feel safe secure and valued. Consequently, incidents of poor behaviour are not common place. However, expectations to support good behaviour are made explicit through:

- The Merton Golden Rules – these act as a reference point for staff and pupils.
- Delightful Dining Expectations
- The 4 B's (playtime and lunchtime – be seen, be fair, be safe, be Kind
- Assemblies- linked to Jigsaw whole school theme
- PSHE Lessons- linked to Jigsaw whole school theme but bespoke and adapted to need/ age of child
- Class ethos and expectations

### **Individual Needs**

For some children, especially those with a specific educational need a different approach is often needed and will at times appear different from the expectations set for the many. These will be identified in their behaviour plans and informed via specialists or the SENDCo. Behaviour plans are stored on Provision Map and are referred to / regularly updated specifically for the individual. The support for children with more bespoke arrangements will often involve the class teacher, identified support staff, SENDCO, Headteacher and parents.

When supporting a child with specific behavioural needs often the team teach recommended approach of 'a change of face' can be very effective, another TA/Teacher in the first instance, then escalate to SLT/ SENDCo if unable to resolve/ if further support needed / depending upon the seriousness of challenging behaviour

### **Sanctions**

Appropriate sanctions for inappropriate behaviour will be applied but always supported by a dialogue to help the child understand fully the reasons for the sanctions and how they might make better behaviour choices next time. These conversations are restorative and always result in a fresh start for the child to move on from.

We employ a number of sanctions to support the management of behaviour and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. As a sanction we may ask children to do are as follows:

- to sit in another place
- move to be nearer a teacher
- re-do a task
- have time out
- miss part of / a playtime
- time out with another class teacher
- time out with the Headteacher/ DHT / member of SLT to investigate/ reflect upon further

We believe in a positive parent partnership and class teachers may inform parents to ensure they are aware of behaviour issues and to ensure a joined-up approach in supporting the child. In more serious cases parents will be informed, this will be at the discretion of the headteacher. The school also has the right to exclude a child in line with national guidance on this matter however, for us this is always the last option. The safety of the children is paramount in all situations. If a child's

behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. This may also happen if a child is repeatedly interrupting the learning of the rest of the children and making it very difficult for others to learn. If a child threatens, hurts or bullies another child, the class teacher records the incident, talks the incident through with the child and sanctions will be applied. If the child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The school does not tolerate bullying or racist /hate incidents of any kind. If we discover that any such intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Anti- Bullying Policy, Racial Equality Policy) Staff at school only intervene physically to restrain children in order to prevent injury to another 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. The Headteacher, Deputy Headteacher and three members of the support team have Team Teach training and are therefore able to safely support children who may need physical restraint. However, moving a child is always the last resort, we first try giving space, changing a face, repeating desired behaviour calmly and clearly and waiting with a child until they feel able to move themselves to a calm space for deescalating/ reflection.

**Lunchtime** Minor incidents of misbehaviour at lunchtime are dealt with by the lunchtime supervisors, supported by the Midday Manager. The expectations are the same as those in place at breaktimes and are referenced in our 4 B's ethos blocks and in the guidelines shared regularly in assemblies/ classrooms. Behaviour at lunch time is as follows:

- 1-Lunchtime supervisor to give a positive reminder
- 2- Lunchtime supervisor to ask child(ren) to stand with them for a period of time and then reset.
- 3- More serious behaviour to be escalated to Midday Manager first, then to SLT for resolution, reflection and reset.

The Midday Manager will inform the Senior Leadership Team of any incidents that she feels need immediate attention or follow up.

#### **Child on Child Abuse.**

Staff recognise that pupils sometimes display abusive behaviour and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse could include sexual assaults, initiation/hazing type violence, all forms of bullying, sexting and physical violence experience by both boys and girls. Staff in school follow 'Guidance for schools working with children who display sexually harmful behaviour' which outlines 'expected' and 'concerning' sexual behaviour for different age groups. Incidents of sexting are also taken very seriously and will be rigorously followed up by staff.

#### **Recording**

Serious incidents, are referred to the Senior Leadership Team. Low level behaviours need to be traced (referred to class teachers) who will log onto Arbor, AHT's monitor this regularly, ensure issues have been resolved and look for trends in behaviour that may need to be escalated to the headteacher. Incidents more serious in nature are managed by the headteacher or Deputy Headteacher and recorded on CPOMS.