



Behaviour Policy

Equality at Merdon Junior School Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Name of Headteacher:	Tom Johnston
Date Policy approved and adopted:	March 2026
Date Due for review:	March 2027

Behaviour Policy

Our Behaviour Principles:

At our school, behaviour principles are based around our school vision which is:

“At Merdon Junior School, we are dedicated to growing happy, ambitious learners within a nurturing environment. Together as a community, we lead and prepare our children to be ready to make a positive, long-lasting difference in our ever-changing world.”

To us, a nurturing environment is one where;

- Every child understands the rights and responsibilities they have especially that they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- Children are valued for who they are, their voice is heard and staff work to form positive relationship with all children.
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is rooted in our vision and our ACT values (Aspirational, Connected and Thoughtful), is understood by children and staff and implemented consistently. Restorative conversations take place where required to support connections.
- The exclusions policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Children are helped to take responsibility for their actions
- Bullying is not tolerated within our school as all children have the right to feel safe and to achieve their potential
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and children's home life
- Violence or threatening behaviour will not be tolerated in any circumstances.

DfE 'Behaviour in Schools – Advice for Headteachers and school staff' 2024

Our behaviour policy aligns with and adheres to the Department for Education's guidance on 'Behaviour in Schools'. We are committed to providing a 'calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive' as outlined in the guidance.

Safeguarding

This Behaviour policy should be read alongside the school's Safeguarding Policy. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.' Where this is the case, the school's Designated Safeguarding Lead (DSL) will report their concerns to their Local Authority children's social care. Even when safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or tackle any underlying issue which has contributed to children engaging in bullying.

Relationships

The pupils who attend our school have sometimes suffered trauma, some may have insecure attachments and some have experienced a fragmented school life. This could make relationship

building and following varied structures a challenge. It is, however, important to provide those things in order to help them remain and feel safe, safe from harm and safe to make mistakes in order to progress. Positive relationships between pupils and staff are essential in order to reach milestones and beyond. Our approach is built on positive regard for all children.

Consistency of approach

We believe that building consistently positive relationships is about creating a consistent environment where genuine learning can take place and where children feel seen, heard, and valued. When this happens, children are more likely to take risks with their learning, ask questions when stuck and persist through challenges. In implementing this Behaviour Policy, we acknowledge the need for consistency in order to build trusting, positive relationships for all.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring “certainty” at the classroom and Senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behaviour
- Consistent respect from the adults
- Consistent models of emotional control: emotional restraint that is modelled and not just taught by teachers
- Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site and at the school reception
- Consistent environment code of conduct evident of our values

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.” Paul Dix

Roles & Responsibilities

School Leaders

- must routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture
- must make sure all staff understand the behavioural expectations and the importance of maintaining them
- must make sure that all new staff are inducted clearly into the school’s behaviour culture
- must consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy
- must ensure staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil’s behaviour

Teachers and Staff

- must develop a calm and safe environment for pupils
- must establish clear boundaries of acceptable pupil behaviour
- must uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships

- must challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct
- must consider the impact of their own behaviour on the school culture

Pupils

- should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes
- should be taught that they have a duty to follow the school behaviour policy and uphold the school rules
- should contribute to the school culture
- should be asked about their experience of behaviour and provide feedback
- should be supported to achieve the behaviour standards, including an induction process

Parents

- should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture
- should support the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate
- should raise concerns about the management of behaviour directly with the school
- should work in partnership with the school
- should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place
- keep the school informed of any incidents at home that may affect the child's behaviour.

Inclusivity

At Merdon Junior School, we believe that every child deserves an education that enables them to reach their full potential. We are committed to supporting all pupils and ensuring they receive high-quality inclusive teaching and provision tailored to their needs. We are an **inclusive school**, where **all teachers are teachers of SEND**. We believe that every child, regardless of ability or need, should be valued, respected, and included in all aspects of school life.

We recognise that some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. We follow our duties under:

- the Equality Act 2010, which requires schools to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices
- the Children and Families Act 2014, in which relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND
- Education, Health and Care plans, where the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

Communication and Joint Working with Outside Agencies

We believe that collaboration between home and school is essential for the well-being of our pupils. We actively encourage regular communication between parents, guardians, and teachers to ensure that pupils receive consistent and comprehensive support in all aspects of their education and personal development.

The School will endeavour to achieve good home/School liaison by:

- promoting a welcoming environment within the school
- giving parents/carers constructive and positive comment on their child's work and behaviour when meeting parents/carers at the end of the day, by phone call or by email
- encouraging parents/carers to come into school on occasions other than parents/carers evenings, for example to listen to children read
- involving parents/carers at an early stage in any disciplinary problems.

Communication between parents and school can be by

- Verbal discussion with the class teacher at the classroom door or with a member of SLT on the gate in the morning;
- An email into the school office;
- A request for a face-to-face meeting with a relevant member of staff;
- An agreed home/school communication book or note, which can be weekly or daily.

Violence, threatening behaviour and abuse against School staff or other members of the school community will not be tolerated. All members of the school community have a right to expect that the school is a safe place in which to work and learn. There is no place for violence, threatening behaviour or abuse in schools and incidents will always be reported to the appropriate Local Authority officer.

We actively collaborate with external agencies and professionals to address any concerns related to pupils' mental health, well-being, and behaviour. This collaborative effort helps ensure that pupils receive the necessary support to thrive academically and emotionally.

Graduated Response to Behaviour

Our Graduated Response to Behaviour is a stepped system designed to address behaviour issues in a proactive and supportive manner. This system ensures that all pupils are given the opportunity to learn from their experiences, while also holding them accountable for their actions.

Stage 1 - Universal Classroom Provision

- Reinforcement through, for example, rewards, motivational support, groupings, classroom set-up
- Adaptation of planning/reasonable adjustments to support engagement and motivation

Stage 2 – Early Intervention Support

- Targeted observations for behaviour may be carried out in class as appropriate
- Additional support can be in the form of taught intervention to support identified need (e.g. TalkAbout, Lego Therapy)

Stage 3 – Targeted Additional Support

- Continued collection of behaviour incident in class
- Use of internal assessments to help aid understanding of what the behaviour is communicating
- School ELSA Support where appropriate
- Consideration of multi- agency support / TAF / TAC / Early Help referral

Stage 4 – Targeted Intensive Additional Support

- Pupil Profile completed
- Behaviour response plan written
- Use of Risk Assessment to determine appropriate emergency protocols
- Inclusion of parents/carers, child as part of a Plan-Do-Review cycle
- Individual modifications to the curriculum
- Weekly Record of Behaviours may be kept in order to monitor triggers and trends
- Consideration of request for statutory assessment and EHC Plan

- Consideration of reduced timetables will be made on an individual basis, in consultation with parents/carers, and may be appropriate in order to find an effective balance between academic progress and pupil well-being.

Stage 5 – Further Provision Beyond Stage 4

- Education, Health and Care Plan (EHCP) reviewed annually
- Multi-professional planning and coordinated support

Responding to Behaviour

School Rules, Expectations, and Routines

At Merdon Junior School, we believe that a structured and respectful environment is essential for both academic learning and pupil wellbeing. We aim to create a positive and inclusive atmosphere for all members of our school community.

We have three school (ACT) values which encapsulate our school vision, and reinforce the positive qualities we expect from our children:

- Aspirational
- Connected
- Thoughtful

We expect children to be aspirational, connected and thoughtful as people, as learners and towards the world.

We have three school rules which reinforce the positive behaviours we expect from our children:

- Be Safe
- Be Kind
- Be Respectful

Within these rules, the children are made aware of the following expectations:

Be Safe

- Walk inside the building
- Move around in single file when asked
- Keep hands and feet to yourself

Be Kind

- What you say must either be helpful, necessary or kind
- Actively listen when you are spoken to
- Quiet voices when others are learning

Be Respectful

- Take care of others' property, including the school's
- Respect others' personal space
- Avoid interrupting others

Our responses to good behaviour and misbehaviour align with our school values and rules.

Reinforcing good behaviour

Verbal and non-verbal praise should be used frequently within the classroom and around the school by all staff who see pupils behaving well; we aim to 'spot the good' wherever possible. There should be a focus on praise and building self-esteem of the children. Certificates, stickers and rewards may be used to praise and recognise sensitive, cooperative and tolerant behaviour, as well as outstanding achievements in work.

Our children are given housepoints when they demonstrate our school ACT values. Staff are explicit in how the children's behaviours or actions reflect the values. These house points are collected in

weekly, collated and shared with the whole school in Celebration Assembly. Each week, the winning House receives an additional reward, such as an extra lunchtime session in The Copse. At the end of each half term, the overall winning House receives an additional reward, where children from across the school in the winning house celebrate together.

In addition, each class works towards a class reward. The class are given a focus behaviour to work on, such as speaking thoughtfully to each other in group work. Each time the class demonstrates this, they receive a class point. When the target number of points is reached, they receive their whole class reward, with all children in the class involved. The class are able to vote for what their class reward will be.

Each Friday, a 'Star of the Week' will receive a certificate in our Celebration Worship. The certificates will be linked with our school's ACT values and awarded where a pupil has gone above and beyond in their demonstration of aspirational, connected and thoughtful behaviour. Class teachers will keep a record of which children have achieved which award.

Each half term, teachers nominate a winner of their class ACT award. These awards are presented to the children in assembly by the Headteacher and their names are shared on the school newsletter. These are very prestigious awards given to children who regularly demonstrate the school's values and role model these positive qualities to the rest of the school.

Some children may need their own individual rewards for good behaviour where their needs require this and additional adaptations are appropriate.

Responding to misbehaviour

When children choose not to follow the rules, all staff are expected to support them in a calm and consistent manner, adopting the PACE approach, and follow the stages of sanctions detailed below. It is important that pupils are supported to understand that inappropriate behaviour choices lead to consequences. Furthermore, we believe that children should always be positively acknowledged; it is the child's behaviour choices that are inappropriate, not the child. It is important that all children know that they start every new day afresh

Step 1 – redirection	Positive reinforcement of other pupils around them. A visual cue to the pupil that a better choice is needed.
Step 2 – reminder	A reminder of the expectations delivered privately wherever possible. The adult will make the learner aware of their behaviour and the learner has a choice to do the right thing. Reminders given as positives, related to the school rules e.g. 'Remember, we are always kind'. Adults will praise pupils when they positively change their behaviour, acknowledging the positive change.
Step 3 - Consequence	The pupil is informed they will miss part of their playtime/lunchtime (see Appendix 1). Children to be made aware of the behaviour that is expected, e.g. 'We are always kind. You now need to show me kind behaviour towards xxx'. The pupil is given the opportunity to engage with the learning again and follow instructions.
Step 4 – Serious misbehaviour	Serious Misbehaviour is defined as: - any form of bullying including child-on child abuse - deliberate significant physical assault against another pupil or adult

	• verbal abuse or threatening behaviour against a member of the school community • a significant act of deliberate vandalism • sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent) • sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes and online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/ or videos, or sharing of unwanted explicit content • racist, sexist, homophobic or discriminatory behaviour In incidents of serious misbehaviour, pupils will be sent straight to a member of the SLT. Consequences may include: • contacting parents and carers to inform them about any incidents of this nature. • educating against such behaviour and the reasons why it cannot be tolerated to support and improve children's behaviour. • monitoring of behaviour for any recurrence. • an internal suspension (in the company of a member of the SLT) or an external suspension • support from the Police, e.g. Local Community Police Officer, if appropriate • referral to Children's Services or Early Help The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing, outlined in the school's Safeguarding Policy.
Step 5 – restorative conversation	If pupils reach Step 4, a restorative conversation is carried out. This may happen during the lunchtime with a member of SLT or in the case of a suspension it may also be held during a reintegration meeting with parent/carer. It is important that this conversation is held with the adult involved or supported by an adult if it is between pupils, so that there is a strong connection made. Pupils can be asked: • What happened? • What were you thinking at the time? • How do you think this made people feel? • What should you do to put things right? • How can we do things differently in the future? With pupils that struggle with this we focus on: • Who else has been affected? • What can we do to make things right? An apology shouldn't necessarily be the outcome of the conversation as it does not necessarily reflect an understanding of the behaviour and isn't always beneficial.

Where children have missed 15 minutes of a breaktime, a lunchtime or there has been an internal/external suspension, this will be recorded on cpoms.

Where children have received a lunchtime detention, parents must be informed.

Consequences, once given, cannot be removed or reduced. It is important that pupils are supported to understand that inappropriate behaviour choices lead to consequences.

Suspensions/Exclusions

The decision to suspend or exclude a pupil is a very serious one and will only be taken after much consideration and discussion between the child's class teacher and the Headteacher. Only the Headteacher can suspend or exclude a pupil. In the Headteacher's absence the decision may be made by the Deputy Headteacher after consulting with the Headteacher or the Inclusions Section at County. Suspensions or exclusions may occur in response to serious breaches of this Behaviour Policy; or if allowing the pupil to remain in school would seriously harm the education or wellbeing of the pupil or others in the School.

Suspensions are limited to 45 days in any one academic year for an individual pupil and are split procedurally into:

- suspensions of 5 days and under
- suspensions of between 6 and 15 days
- suspensions of 16 days and over.

Suspensions or exclusions will be considered for the following serious misbehaviours:

- any form of bullying including child-on child abuse
- deliberate significant physical assault against another pupil or adult
- verbal abuse or threatening behaviour against a member of the school community
- a significant act of deliberate vandalism
- sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes and online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/ or videos, or sharing of unwanted explicit content
- racist, sexist, homophobic or discriminatory behaviour

Following a suspension, the pupil and parents/carers will be expected to meet with the Headteacher and any other relevant person, for example the pupil's class teacher or a member of SLT, to discuss and draw up a planned reintegration to school for the pupil. Where continued poor behaviour results in other children's learning being disrupted or pupils being hurt, for example at play or lunchtimes, then the Headteacher may make the decision to 'internally separate or exclude' a child. Where appropriate, a lunchtime separation or exclusion may be considered. This involves a parent/carer collecting their child at the beginning of lunchtime and taking them home, returning them for the afternoon session in the school. This will be recorded as a lunch-time suspension.

Behaviour around school/Transitions

Pupils should move around the school sensibly and they will not run.

Pupils will be brought to assembly by the class teacher or LSA and come into the hall without talking. Lunchtime staff should follow the same behaviour procedures and sanctions already outlined. At the end of lunchtime, they will inform teachers about the children's behaviour. Lunchtime staff will encourage pupils to line up sensibly as they enter the Hall, model saying please and thank you, talk quietly and politely to the children and notice and celebrate 'good behaviour'.

If there is continued poor behaviour in the playground, a sanction should be given or a member of the Senior Leadership Team called to deal with the incident, if serious.

When the first bell is rung at playtime/lunchtime, the children are expected move to the main playground and pack away any equipment. The bell will be rung a second time by the teacher/LSA on duty that day, when children are expected to walk to their lines and stand sensibly and quietly.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- posing a threat to another pupil or member of the public
- adversely affecting the reputation of the school.

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Online Behaviour

In an increasingly digital world, we expect our pupils to uphold the same values and standards of behaviour online as they do in our physical school environment. Cyberbullying, harassment, or any other form of harmful online behaviour will not be tolerated. Pupils are responsible for their online actions, and consequences for inappropriate online behaviour will be enforced in accordance with the above consequences. When planning for the teaching of online behaviour, we follow the DfE guidance <https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>

Our Behaviour Curriculum

Our behaviour curriculum is closely aligned with our values, as we believe they underpin the development of positive behaviours and character traits. Therefore, our behaviour curriculum emphasises behaviours aligned with our values and link to how we ACT as people, ACT as learners and ACT towards the world.

All our children receive explicit instruction on how our behaviour impacts on others through our PSHE curriculum, which is delivered through SCARF units.

Regular assemblies play a significant role in our behaviour curriculum to celebrate successes, communicate expectations regularly, reinforce our values and promote reflection.

Staff members model appropriate behaviours, serving as role models for pupils to emulate.

We use universal behavioural strategies to foster good behaviour. This provides consistent support, and addresses behavioural challenges promptly. Some of our menu of universal provision includes:

- time to think
- fiddle toys
- individual work stations
- supportive seating arrangements i.e. consideration of who to sit near and where
- use of a calm/sensory box
- adaptation to learning tasks to allow success

We employ an Emotional Literacy Support Assistants (ELSA) who uses wellbeing programs to provide specialised support for pupils facing emotional and social challenges. These interventions help pupils develop emotional resilience and social skills, for example 'Talk About' and 'Zones of Regulation

Pupil Support and Reasonable adjustments for pupils with SEND

At Merdon Junior School, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCo (Special Educational Needs Co-ordinator) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist advisory teachers such as Primary Behaviour Support (PBS), an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Targeted Behaviour Response Plans (BRPs) are developed in collaboration with the pupil, parents or carers, and relevant professionals when necessary. These plans are tailored to the needs and challenges of each pupil and aim to promote positive behaviour and academic progress. BRPs outline specific strategies and interventions to address behavioural concerns, set achievable goals, and regularly review progress to ensure ongoing support and improvement.

The safety and well-being of all pupils, including those with SEND, are paramount at our school. We conduct comprehensive risk assessments to identify potential risks and hazards that may affect pupils' behaviour or safety. These assessments consider both the physical and social aspects of the school environment. The findings of these assessments are shared with parents and relevant staff members to ensure a proactive and responsive approach to managing risks.

Pupils with SEND who have Education, Health, and Care Plans (EHCPs) receive a level of personalised support. Our school collaborates closely with the local authority and relevant professionals to ensure that EHCPs are implemented effectively. These plans provide a detailed framework for supporting pupils with complex needs, encompassing their educational, health, and social care requirements. We strive to align our school's behaviour expectations with the goals and outcomes outlined in EHCPs.

In situations where a reduced timetable is deemed necessary for a pupil, we adopt a person-centred approach. Our goal is to ensure that pupils still receive a high-quality education and the necessary support for their individual needs. Reduced timetables are implemented in collaboration with parents, carers, and relevant professionals to strike the right balance between academic progress and pupil well-being. We closely monitor the impact of reduced timetables to ensure that the pupil's educational and developmental needs continue to be met effectively.

We recognise that some pupils may require Alternative Provision (AP) to meet their specific needs. We work in partnership with local alternative providers to offer a diverse range of educational options for these pupils. Our commitment is to ensure that alternative provision is aligned with each pupil's individual needs and targets, with a focus on their academic, emotional, and social

development. Regular communication and collaboration with alternative provision providers are maintained to track progress and ensure a smooth transition back to mainstream education when appropriate.

Child on Child Abuse

We are committed to creating a safe and supportive learning environment for all our pupils. Child-on-child abuse is a serious concern, and we take proactive measures to prevent, identify, and respond to any instances of such behaviour. Our approach is guided by the principles outlined in "Keeping Children Safe in Education" (KCSIE), the statutory guidance provided by the Department for Education. Child-on-child abuse refers to any behaviour where one pupil harms or mistreats another pupil physically, sexually, emotionally, or psychologically. It can take various forms, including but not limited to bullying, harassment, peer-on-peer sexual harassment, and violence. Prevention is a key aspect of our approach to child-on-child abuse. Our efforts include:

- regular staff training on recognising signs of abuse and effective interventions.
- age-appropriate lessons and discussions on healthy relationships and respectful behaviour
- encouraging open communication between pupils, staff, and parents to report concerns promptly
- establishing clear expectations for behaviour through our school's values

If a child-on-child abuse incident is reported or suspected, we follow our established procedures, in line with KCSIE, to ensure the safety and well-being of all involved parties. Our response may include:

- providing immediate support to the victim, ensuring their emotional and physical well-being
- investigating the incident in a fair, confidential, and impartial manner
- implementing appropriate sanctions and interventions for the perpetrator
- involving external agencies and professionals when necessary to provide additional support and guidance.

All information is handled sensitively and shared only with those who need to know, in accordance with data protection laws and safeguarding procedures.

Use of Physical Restraint/Use of Reasonable Force

At Merdon Junior School, we will follow the DFE Use of reasonable force Advice for Headteachers Staff and Governors

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

At Merdon Junior School, de-escalation of a situation is always the first strategy:

- remain Calm
- ensure the Head teacher is informed and that additional adults can attend and support
- remove the rest of the class from the situation
- talk calmly to the child – listen to responses
- allow time to calm the situation – do not get into an argument – get another adult for a change of face or to ask questions if appropriate.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents/carers, including the child's views
- follow with a debriefing for staff involved

Use of force and power to search

We are committed to maintaining a safe and respectful learning environment for all pupils and staff. To ensure the appropriate and responsible use of force and powers to search within the school premises, we adhere to the guidance provided by the Department for Education (DofE) and follow a comprehensive set of policies and procedures. Our school's use of force and powers to search policy is guided by the Department for Education's statutory guidance on "Use of Reasonable Force" and "Searching, Screening, and Confiscation." We strictly adhere to these guidelines to ensure that any use of force or searches conducted on school grounds are lawful, proportionate, and respectful of individuals' rights and dignity.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members will hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff or school at the start of the term or year.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint for some staff, as part of their induction process and behaviour management also forms a regular part of continuing professional development.

Monitoring & Review

This Positive Behaviour policy, including the statement of principles, will be reviewed by the Headteacher and full governing body annually. At each review, the policy will be approved by the Headteacher.

We evaluate this policy against the following development points:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing their behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively use the school values to make positive choices rather than just use them to reflect on behaviours after negative choices?

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Child Protection Policy
- Attendance Policy
- SEND policy
- Online Safety Policy
- Restricted Physical Intervention Policy

Our Rules

Be Safe, Be kind, Be Respectful



LUNCHTIME DETENTION - (COMPLETING WORK AND PARENTS INFORMED)

DOING THE THINGS BELOW MORE THAN ONCE
OVER ONE OR TWO DAYS: -
DAMAGING SCHOOL PROPERTY
HURTING ANOTHER CHILD ON PURPOSE
NOT COMPLETING YOUR WORK
HURTING A CHILD BY BEING UNSAFE
NOT RESPECTING SOMEONE'S PERSONAL
SPACE
SWEARING



REFLECTION TIME (10 MINUTES IN THE HALL AT PLAYTIME)

REPEATING THE SAME BEHAVIOURS AFTER
AN INITIAL CONSEQUENCE:
CALLING OUT
RUNNING INSIDE
STOPPING OTHERS FROM WORKING
INTENTIONAL UNKINDNESS
NOT MOVING AROUND SCHOOL AS ASKED
REFUSING TO FOLLOW A BASIC
INSTRUCTION



A WARNING: Adults will ask you to
stop and will tell you what they want
you to do instead. **DO NOT**
WORRY! This is your chance to turn
things around. **The only time they**
will not give a warning is if you are
being VERY unsafe and you need to
stop straight away.



**INTERNAL SUSPENSION - (WORKING IN ANOTHER
CLASS/WITH SLT AND PARENTS INFORMED)**
HURTING SOMEONE SIGNIFICANTLY ON PURPOSE
THREATENING/OFFENSIVE VERBAL COMMENTS
BULLYING
KNOWINGLY RACIST, SEXIST OR HOMOPHOBIC
COMMENTS
SIGNIFICANT DAMAGE TO PROPERTY



REFLECTION TIME (15 MINUTES IN THE HALL AT PLAYTIME)

USING HANDS/FEET ON ANOTHER CHILD ON
PURPOSE
NOT COMPLETING YOUR WORK DAMAGING
SCHOOL PROPERTY
NOT RESPECTING SOMEONE'S PERSONAL
SPACE
REFUSAL TO COMPLETE WORK HURTING A
CHILD BY BEING UNSAFE
REPEATING THE BEHAVIOURS BELOW AFTER A
CONSEQUENCE



REFLECTION TIME (5 MINUTES IN THE HALL AT PLAYTIME)

CALLING OUT/INTERRUPTING THE
TEACHER
RUNNING INSIDE
STOPPING OTHERS FROM WORKING
SAYING SOMETHING UNKIND
REFUSING TO FOLLOW A BASIC
INSTRUCTION
NOT MOVING AROUND THE SCHOOL AS
ASKED

What happens if I make a mistake?

SPOTTING THE GOOD – HOW WE CELEBRATE YOU!



Star of the Week

Earn a special certificate when you go above and beyond with your behaviour. Your name will go in our newsletter and on the school's website.

Housepoints

Earn housepoints for showing our ACT values. The winning House each week earns a treat, like extra playtime in The Copse. The winning House for the half term gets an extra reward too!



Spotting the good

All adults look for great behaviour and reward you with praise, stickers or postcards home.

Class rewards

You can earn points towards your class reward. You can vote for the reward your class will earn.



ACT Award

You can earn this special reward for children who are excellent role models of our ACT values.

At Merton Junior School we are

Aspirational Connected Thoughtful

