



Behaviour Policy

This policy will be reviewed in full on a two yearly basis.

This policy was reviewed and updated in February 2025

Next review date: February 2027

1. Policy statement

Merton Abbey Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline rather than blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- To provide simple, practical procedures for staff and learners
- To promote self-esteem and self-discipline for learners
- To teach appropriate behaviour through positive interventions

3. Consistency in practice

We believe that consistency of approach from all adults is essential in order to achieve excellent behaviour from all pupils. Consistency is required in all the following areas.

Consistent language and consistent response

We will use simple and clear expectations in all conversations about behaviour with our children.

Consistent follow up

We will ensure 'certainty' for children from staff at every level. All staff will take responsibility when they encounter poor behaviour - not simply pass problems up the line for someone else to deal with. Everyone can seek support when needed but no one should try to pass on problems or avoid dealing with them.

Consistent positive reinforcement

Every member of staff will be part of our agreed routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences

Consequences have been defined and agreed by all staff. They should be applied at the classroom level. Senior leaders will be involved and implement established procedures for more serious behaviours.

Consistent rules

All staff will use the same rules around the school.

Consistent respect from the adults

Adults will continue to remain calm and respectful - even in the face of disrespectful learners! Adults will provide consistent models of emotional control. Emotional restraint is modelled and not just taught. Teachers and support staff act as role models for behaviour and learning.

Consistently reinforced rituals and routines for behaviour around the school site

Appropriate behaviour is expected everywhere around the school site - in corridors, in the dinner hall, in the playground - not simply in classrooms.

Consistent environment

All classrooms will display consistent visual messages including our school rules, core values and positive images of learners.

Consistent culture and excellent behaviour management

The truth is that there is no alternative to the hard work when trying to achieve excellent behaviour management. Staff need to draw on their emotional reserve and build relationships with those who would rather not; reset expectations with those who trample them; be relentlessly positive and sustain a poker face when confronted with challenging behaviour. This is difficult work but ultimately it develops a culture of excellence and creates the best possible conditions for children to learn in and adults to work in.

Consistent behaviours from all staff

1. Be ready and greet children when they arrive in the classroom.
2. Refer to the school rules: 'Be Ready, Be Respectful, Be Safe'
3. Model positive behaviours and build relationships with pupils.

4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use verbal named praise throughout every lesson. Some teachers will also use visible a recognition mechanism (e.g. recognition board or dojo points)
6. Be calm and give 'take up time' when going through the steps. Try to prevent escalation before imposing sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Use behaviour data to target and assess college wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

4. Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards (see Behaviour Blueprint below), our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

5. Managing behaviour in class

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary to give a child timeout, every minute a learner is out of their lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see. We do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

6. EYFS

Within the Early Learning Goals, children in EYFS are taught to 'Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly' (EYFS Framework)

Staff teaching in Reception and Nursery are integral to modelling good levels of behaviour and supporting children at the early stages of being able to build relationships and deal with disagreements. To support this, the way that behaviour is dealt with looks different to the rest of the school. Children will be spoken to clearly when behaviour issues arise, expectations restated and positive behaviour promoted, all in language that the children can understand. The sanctions that are used in EYFS are immediate and do look different from the rest of the school. These include: removal from an activity, time out away from activities using a timer to be specific with the children about how long they will be there, 'time in' spending time with an adult away from an activity and support from adults whilst playing. Staff will always update parents/carers and work with them to support the behaviour within school. Persistent misbehaviour or serious incidents will still be referred to senior leaders.

7. Online behaviour

The DFE 'Behaviour in schools' guidance' states that 'the way in which pupils relate to one another online can have a significant impact on the culture at school'. Therefore, the way that we as a school deal with negative behaviour online must reflect this. Any reports of negative online behaviour are investigated initially by the class teacher and then referred to a senior leader if necessary. Sanctions will be given in line with the behaviour blueprint and a restorative conversation will be facilitated as necessary. All incidents are recorded on our CPOMS recording system and parents will be notified. The way in which children should conduct themselves online will be a focus of PHSE lessons throughout the year.

8. Behaviour incidents outside of school premises

The DFE 'Behaviour in schools' guidance' states that 'Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable'. Poor behaviour outside of school, including instances of bullying or physical altercations, will be dealt with by a senior leader and sanctions put in to place after investigation have been made. Sanctions will be given in line with the behaviour blueprint and a restorative conversation will be facilitated as necessary. Incidents are recorded on our CPOMS recording system and parents will be notified.

This behaviour policy has been developed in line with the work of Paul Dix. Staff training sessions on behaviour at Merton Abbey throughout 2019 and 2020 were based on the key ideas from his book *When the adults change, everything changes* (Independent Thinking Press, 2017). The *Behaviour blueprint* was created by all staff at these sessions. This has been an ongoing focus of our training throughout PDM meetings and staff training days. These expectations and steps are restated with staff yearly.

Appendices

Appendix 1: Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use these steps in behaviour for dealing with poor conduct. These are also detailed on the school's *Behaviour Blueprint*.

The reminder

A reminder of the expectations for learners is given using the school rules Be Ready, Be Respectful, Be Safe. This is delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Microscript / 30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning.

*The agreed wording of the *Microscript* is given on the *Behaviour Blueprint* below.

The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct / attitude / learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Sending a child to a senior leader

Persistent misbehaviour or serious incidents can result in being sent to the headteacher or the assistant headteachers. The child is always sent with an adult explaining why they have been sent/action requested. These incidents are recorded in the behaviour log on CPOMS. The senior leader may speak to the parent/carer to discuss the behaviour. There may be an additional sanction of a child giving up some of their own time at break or lunchtime and/or some positive 'payback' activities to help restore the situation.

Restorative conversation

Restorative conversations at Merton Abbey Primary School are a core part of repairing damage to trust between staff and learners. Our restorative conversations are structured using five questions detailed on the Behaviour Blueprint. Staff at will take responsibility for leading restorative conversations. Senior Leaders will support when requested.

Ongoing problems

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Merton Abbey Primary School we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour. When a pupil has ongoing problems with behaviour, a restorative conference may be convened.

Restorative conference

- A restorative conference takes a 360 degree view of the learner. This meeting will include the Teacher, Learner, Parent/Guardian and a member of the Senior Leadership Team. The meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused.
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner refuses to engage with the Restorative Conference or if the behaviour does not improve, then the school may consider fixed term exclusion.

Appendix 2 - Behaviour blueprint - our one-page summary

The blueprint is our reminder of behaviour practice at Merton Abbey Primary School.

Rules

- Be ready
- Be respectful
- Be safe

Relentless routines

- Hand up for attention
- Silence when the teacher talks
- Walking around the school

Adult behaviours

- Calm communication
- Give first attention to best conduct
- Relentlessly bothered
- Meet and greet with a smile

Rewards

- Verbal Praise
- Recognition board/ Dojo points
- Message home - Well Done postcard
- Star of the week
- Visit Mr Bradley, Miss Dougan or Mrs Eversden.

Sanctions

- Reminder
- Caution
- Microscript and two minutes of break time
- Timeout
- Sent to Mr Bradley, Miss Dougan or Mrs Eversden, who may speak to parents to discuss the behaviour. SLT may keep the child for some of their own time during break or lunch.

As well as persistent disruptive behaviour, staff may send a child to a senior leader immediately for:

- Physical violence
- Refusal to follow instructions

At lunchtime and playtime, children will be sent inside if they deliberately hurt someone.

Microscript

1. I noticed that...
2. It's this rule that you've broken...
3. I remember when... / Do you remember when ... (positive memory)?
4. That's who I need to see now.
5. Thanks for listening.

Restorative questions

1. What happened?
2. What were you thinking at the time?
3. Who has been affected? How have they been affected?
4. What could/should/need to happen to put things right?
5. How can we do things differently in the future?

Our values

We demonstrate honesty and integrity in our relationships with others. We act as positive role models in all aspects of our life and relationships. We are a school for our local community and all local families. We welcome everyone to be a part / have a strong sense of belonging within the community of our school.