



For the love of learning, friendship and faith

Melling (St.Wilfrid) Church of England Primary School

Behaviour and Discipline Policy

Philosophy

We believe that a consistent approach to behaviour allows more effective teaching and learning, improves relationships, harmony, mutual respect and a positive ethos and atmosphere.

Good behaviour is an essential condition for effective teaching and learning to take place. At Melling School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

The staff and pupils show respect, care and concern for everyone and provide a secure and happy environment. Older children are encouraged to care for younger children. High standards of behaviour and good manners are consistently expected.

Aims

- ☐ To ensure discipline and behaviour in school reflects our Mission Statement, Special Needs and Inclusion Policy and Equal Opportunities Policy
- ☐ To ensure each child's entitlement to a secure and positive environment to enable them to develop to their full potential.
- ☐ To provide a consistent approach throughout the school which reflects a sense of fairness and justice.
- ☐ To promote attitudes of self discipline.
- ☐ To provide maximum support for children and staff at all times ensuring the efficient running of the school.

- ☐ To work consistently and fairly in the positive management of behaviour
- ☐ To help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others
- ☐ To encourage staff, children and parents to value good behaviour
- ☐ To develop our children's self discipline
- ☐ To help our children to feel good about themselves and others
- ☐ To encourage our children to co-operate with one another and with adults in the school
- ☐ To create a positive and stimulating learning environment, having high expectations of children's work
- ☐ To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

We believe good behaviour means that every one in school is:

- careful and kind
- polite and friendly
- helpful to each other
- attentive and hardworking
- respectful and tolerant

Our Objectives

We support positive behaviour and a positive environment through:

- ☐ a consistent approach by the whole school community
- ☐ appreciating and following agreed codes of behaviour
- ☐ encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- ☐ developing the skills of co-operation and discussion
- ☐ encouraging everyone to take care of and have respect for their own and each other's belongings
- ☐ encouraging everyone to take pride in our environment
- ☐ having a positive and consistent approach to playtimes and lunchtimes
- ☐ creating a stimulating classroom environment
- ☐ providing clear and positive learning experiences fairly and consistently
- ☐ offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child
- ☐ ensuring that curriculum issues concerning organisation, methods of teaching and learning, content, differentiation are addressed.

As adults we have a vital part to play as role models.

We do this through:

- ☐ demonstrating good manners
- ☐ practicing good behaviour to each other as well as to the children
- ☐ teaching appropriate behaviour and giving feedback when pupils are behaving well

- ☐ showing respect for every child as an individual
- ☐ making every child feel valued
- ☐ not accepting bullying, anti-social behaviour in school, on any level, at any time
- ☐ being aware of vulnerable children
- ☐ being seen to be fair and consistent
- ☐ responding quietly, calmly, consistently and positively
- ☐ criticising the behaviour not the child
- ☐ avoid labelling
- ☐ listening with empathy and tact
- ☐ handling confidential information with sensitivity
- ☐ having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- ☐ an awareness of our appearance and the messages it gives

Rules

What few rules there are in school are provided for the safety and respect of the community as a whole. The staff enforce the rules in a fair and consistent manner.

We expect all children to conform to the Rules:

Be kind to all you meet

Listen to others

Look after our school and belongings

Be ready to learn

Procedures

We encourage good patterns of behaviour by using

- non verbal signals
- positive verbal comments and praise
- positive comments written in books
- giving children responsibility
- sharing positive aspects with others
- awarding certificates, gems and stickers
- informing parents
- recognition at good work assembly

When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour.

- planned ignoring
- non verbal signals
- verbal warning, reminding the child of our aims/rules
- private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- use of scripted responses based on emotional coaching e.g. I can see you are feeling angry...'

- referring back to the 'zones or regulation' and discussing strategies to 'get back to green'
- change of position within the learning environment
- separating the child from a group or the class
- loss of privilege
- time out procedures
- contacting parents to discuss ways of helping the child to improve his/her behaviour
- referring the child to the Headteacher

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour.

When the procedures do not work

If the procedures appear to be failing to help a child control his or her behaviour, a meeting is called. This involves the class teacher, Headteacher, child and parents. It may also involve others such as the Special Needs Co-ordinator, Educational Welfare Officer or Educational Psychologist.

The aim of this meeting is to devise a plan of action to help the child improve his/her behaviour, based on the understanding that all behaviour is a form of communication and poor behaviour may be resulting from underlying factors such as SEND or SEMH needs. Behaviour targets will be set and a review date agreed. If a child is showing unsafe behaviours, the behaviour plan may become a 'safety support plan'.

Serious behaviour

Serious misbehavior is defined as:

- Intentional vandalism
- Consistent refusal to work
- Consistent refusal to follow instructions
- Intimidating others
- Consistent inappropriate behavior
- Unreasonably high level of disruption that significantly disrupts learning
- Hurting friends
- Throwing objects
- Threatening behavior
- Swearing
- Shouting at adults

These behaviours will result in the young person being removed from class or the playground, missing playtimes and a meeting with parents and other appropriate adults being called (as above). The incidents will be logged using CPOMS and a debrief carried out to try and minimize the chances of repeated incidents happening.

- Physical or verbal aggression directed towards an adult or pupil
- Racism
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Significant acts of violence

Will result in a possible exclusion – see below.

Restraint

It is very occasionally necessary for an adult to use physical restraint to control a situation and make themselves and others safe (Section 93 of the Education and Inspections Act 2006). A number of staff in the school have been trained in CPI Safety Intervention, including the safe use of physical restraint.

Any use of physical restraint, including disengagement, will be recorded using the format in Appendix A. This information will be used to inform parents/carers and as a basis for reviewing behavior plans.

Exclusion

In rare cases it may be necessary to exclude a child for example if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored. At all times, the Local Authority procedures are followed. Any child returning to school following exclusion is helped to behave appropriately.

Monitoring and Evaluation

This policy will be monitored by the staff and governors. Its success will be evaluated through yearly meetings of the curriculum committee.

Signed (Headteacher):Fiona Ip

Signed (Chair of Governors): Mary Jackson

Date: Autumn 2023

Review Date: Autumn 2026

[Appendix A](#)