

MELROSE PRIMARY SCHOOL



Behaviour and Discipline Policy

May 2008

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Aims and expectations

It is a primary aim of Melrose Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and consequences

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children
- teachers give children stickers or certificates
- written praise is recorded beside good work
- each month we nominate a child from every class to be 'Star Pupil'
- each 'Star Pupil' receives a certificate in the school assembly
- each class also has their own chosen rewards
- an extra 15 minutes playtime is given to the best playground class each week

The school acknowledges the efforts and achievements of children, both in and out of school. The Achievement Wall displays information regarding pupil achievement in and out of school, for example, music or swimming certificates.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

1. Warning on tracking record
2. Yellow Card and note home
3. Red Card, note home and miss 10 minutes from break
4. Report to HT or DHT
5. Parental involvement

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- 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.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished (See anti-bullying policy). If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class may also have its own classroom rules. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all children attend school free from fear of bullying.

Staff members in our school do not hit, push or slap children. Staff will only intervene physically to restrain children or to prevent injury to a 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 role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom and school rules consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the behaviour support service. S/he may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. S/he supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour. S/he has the responsibility for giving suspensions to individual children for serious acts of misbehaviour.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school handbook, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher or depute headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents on the tracking record. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors will use a separate tracking record for playground behaviour.