



Malmesbury C of E Primary School

Company Number 08483768

“Growing together in wisdom and love; discovering life in all its fullness.”

Behaviour and Discipline Policy

Version: 1.7

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Malmesbury C of E Primary School

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0 Introduction

- 0.1 As a Church of England Academy, our Christian values underpin all our work and have a particular influence on behaviour.**
- 0.2** At the heart of our Behaviour and Discipline Policy is our shared vision of *growing together in wisdom and love; discovering life in all its fullness*. This vision shapes how we promote positive behaviour, nurture respectful relationships, and respond to challenges within our school community. We believe that behaviour is a learning process, and that guidance and discipline should support pupils in developing self-awareness, responsibility, and empathy for others. Our approach is rooted in consistency, fairness, and care, seeking not only to address unacceptable behaviour but also to restore relationships and encourage personal growth. Through this policy, we aim to create a safe, inclusive, and supportive environment in which every child is valued and enabled to flourish academically, socially, and emotionally.

1 Purpose: Aims and expectations

- 1.1** It is a primary aim of our school that every member of the school community feels valued, respected, and treated fairly. We are a caring and inclusive community, founded on mutual trust, respect, and shared values. Our Behaviour Policy is designed to support all members of the school in living and working together positively and cooperatively. It promotes a consistent approach to behaviour that helps create an environment in which everyone feels happy, safe, and secure. This policy is central to the life of the school and forms an essential part of the induction process for all members of staff.
- 1.2** While the school has a clear set of rules, the primary purpose of this Behaviour Policy is not simply to enforce them. Instead, it seeks to promote positive relationships and mutual respect, enabling all members of the school community to work together with a shared commitment to creating a safe, supportive, and inclusive environment. Through this approach, pupils are encouraged to develop self-discipline and consideration for others, ensuring that everyone is able to learn, thrive, and reach their full potential. This policy supports the school community in working together effectively, responsibly, and with care for one another.
- 1.3** In line with our vision of *growing together in wisdom and love*, we expect every member of the school community to behave in a considerate, respectful, and compassionate way towards others.
- 1.4** We are committed to treating all children fairly and with dignity, applying this Behaviour Policy consistently to ensure that all members of the school community feel valued and supported.
- 1.5** This policy aims to help children grow within a safe, secure, and nurturing environment, enabling them to develop wisdom in their choices and become positive, responsible, and increasingly independent members of the school community.
- 1.6** The school actively recognises and rewards positive behaviour, believing that encouragement and affirmation help to foster an ethos of love, kindness, and cooperation. This policy is designed to promote good behaviour and positive relationships, supporting children in discovering life in all its fullness, rather than merely deterring inappropriate behaviour.

2 Rewards and punishments

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
 - teachers give children merit awards – yellow stickers, which lead to reward certificates;
 - teachers award house points to children for behaviour that reflects the school values;
 - each week a child who has achieved well receives a certificate in the celebration assembly;
 - we distribute certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

- all classes have an opportunity to share in an achievement assembly where they are able to show examples of their best work.
- group achievements are rewarded by whole class treats

2.2 The school strives to acknowledge all the efforts and achievements of children, both in and out of school. Awards for pupil achievement out of school, for example, music or swimming certificates, are also often shared in assemblies and, with the wider community, on newsletters.

2.3 The school employs a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we first issue a verbal warning enabling the child to moderate their behaviour before further action is taken. If this behaviour continues 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 them. If a child misbehaves repeatedly, we may remove the child from the class until they calm down, and are in the right frame of mind to work 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. A child may be prevented 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 appropriate action is taken to help the child modify their behaviour. 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 operation of sanctions is described in more detail in the appendices to this document.

2.4 The class teacher discusses the school rules with each class (Appendix 7). In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. 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'.

2.5 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. See the separate Anti-bullying Policy and Safeguarding & Child Protection policies.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. To do so would be illegal.

2.7 Staff may intervene physically in a situation to maintain good order and discipline, to prevent injury to a child, or if a child is in danger of hurting themselves. Staff should do this if they believe it to be necessary, but should always use the minimum force required and should also be mindful of their own safety.

2.8 If a child regularly and predictably needs restraint then the staff working closely with them will be trained in de-escalation and positive handling, using the Team Teach protocols. Incidents of restraint will be recorded in the log book maintained by the Head Teacher.

2.9 Children with Special Educational Needs may exhibit more challenging and/or unpredictable behaviour. These issues are addressed through the statutory SEND process. A number of children

in the school have EHC plans or Support Plans for needs which include their behaviour. These documents address their issues individually and those procedures stand outside of this policy.

- 2.10** Child-on-child abuse, including sexual harassment, is never tolerated. The procedures for dealing with child-on-child abuse are described in the school's Child Protection and Safeguarding Policy.
- 2.11** Many negative behaviours occur online and outside of school. Such behaviour is not tolerated and is addressed separately in our online safety policy. If there are safeguarding elements to an incident then the Safeguarding and Child Protection policy will also be relevant.

3 The role of the class teacher

- 3.1** It is the responsibility of the class teacher to ensure that the school rules are respected in their class, and that their class behaves in a responsible manner during lesson time. Each class begins the year with a discussion of the class and school rules. These are also explained to pupils who join mid-year.
- 3.2** 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.
- 3.3** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.4** If a child misbehaves the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher. Records may be maintained if necessary to document persistent misbehaviour and to help analyse the causes.
- 3.5** 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 an appointed social worker or an educational psychologist.
- 3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child, in line with the Child Protection Policy.

4 The role of the Head Teacher

- 4.1** It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3** The Head Teacher keeps records of all reported serious incidents of misbehaviour. Any racist incidents are recorded separately.
- 4.4** The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. (See section 7).

5 The role of parents

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

- 5.2** 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 serious concerns about their child's welfare or behaviour.
- 5.4** The school employs a Parent Support Advisor (PSA) who is trained to advise parents on how to support their children's behaviour at home. The PSA delivers regular group sessions on behaviour and advises on an individual basis.
- 5.3** 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 Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the Governing Body.

6 The role of Governors

- 6.1** The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.
- 6.2** The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but the Governing Body may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

7 Types of Exclusions

7.1 Internal Exclusion

In instances of physical aggression to a child or adult, or following a 'three strikes' policy for other unacceptable behaviour, a child may be moved to internal isolation. The duration of the exclusion will be the time taken to complete work set and applies during the whole school day (including breaks and lunchtime). Internal exclusion may be used instead of fixed term exclusion, when staff deem this more effective. This could be, for example, when a child does not view fixed term exclusion as a deterrent.

7.2 Fixed-term and permanent exclusions

- 7.2.1** Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2.2** If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. For temporary exclusions of 5 days or fewer, parents have the right to have their views heard by the governing body but cannot ask for the exclusion to be overturned.
- 7.2.3** The Head Teacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The school adheres to any LA policies regarding the education of children who have been excluded.
- 7.2.4** The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

- 7.2.5** The Governing Body has an exclusion panel which is constituted if needed. It is made up of between three and five members. This panel considers any exclusion appeals on behalf of the Governors.
- 7.2.6** When a panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.
- 7.2.7** In the case of a fixed-period exclusion which would not take the pupil's total school days excluded to more than 5 in a term, the board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.
- 7.2.8** If the Governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

8 Monitoring

- 8.1** The Head Teacher monitors the effectiveness of this policy on a regular basis. S/He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2** The school keeps records of incidents of repeated misbehaviour. The class teacher records classroom warnings, with additional details if necessary. The Head Teacher records those incidents where a child is sent to them on account of poor behaviour. They also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that are kept in the staff room. The Playground Manager is proactive in promoting positive behaviour. The Playground Manager is on duty every playtime and lunch time and rewards good behaviour through weekly celebration assembly certificates.
- 8.3** The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

- 9.1** The Governing Body reviews this policy every two years. They Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

10. Policy adoption

Signed Steve Heal
(Head Teacher):



Date: January 2025

Signed Laurence Mussett
(Chair of Governors):



Date: January 2025

Appendices

Appendix 1: EYFS and KS1 Classroom procedure

Appendix 2: KS 2 Classroom procedure

Appendix 3: EYFS Playground Behaviour Protocol

Appendix 4: KS1 Playground Behaviour Protocol

Appendix 5: KS1 Playground Reflection Sheet

Appendix 6: KS2 Playground Behaviour Protocol

Appendix 7: School Rules

Appendix 8: KS2 Playground Reflection sheet

Appendix 9: Behaviour Record for playground incidents

Appendix 10: Classroom warnings sheet (for records)

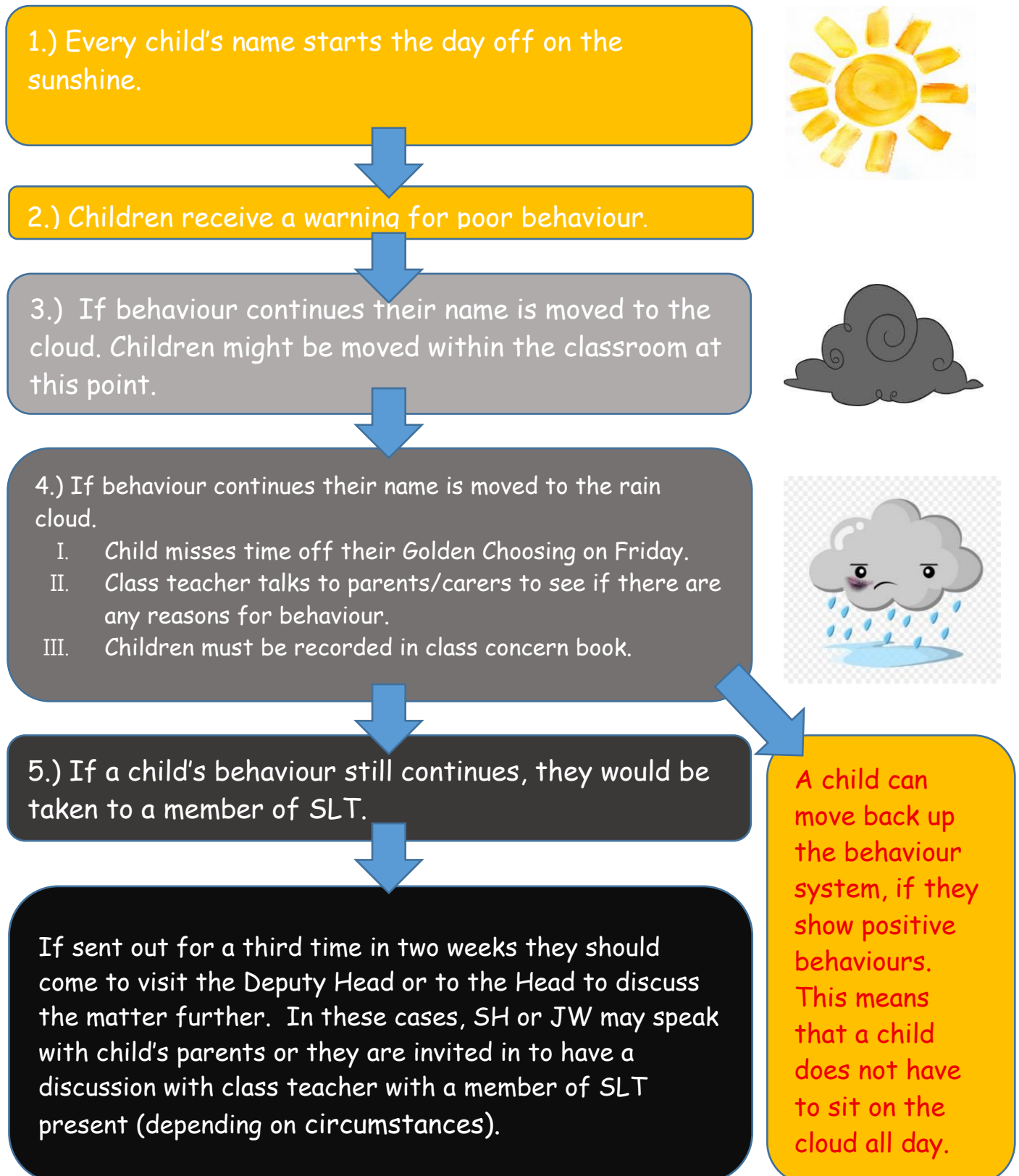
Appendix 11: List of banned items

Appendix 1

EYFS and KS1 Classroom Behaviour Procedure.

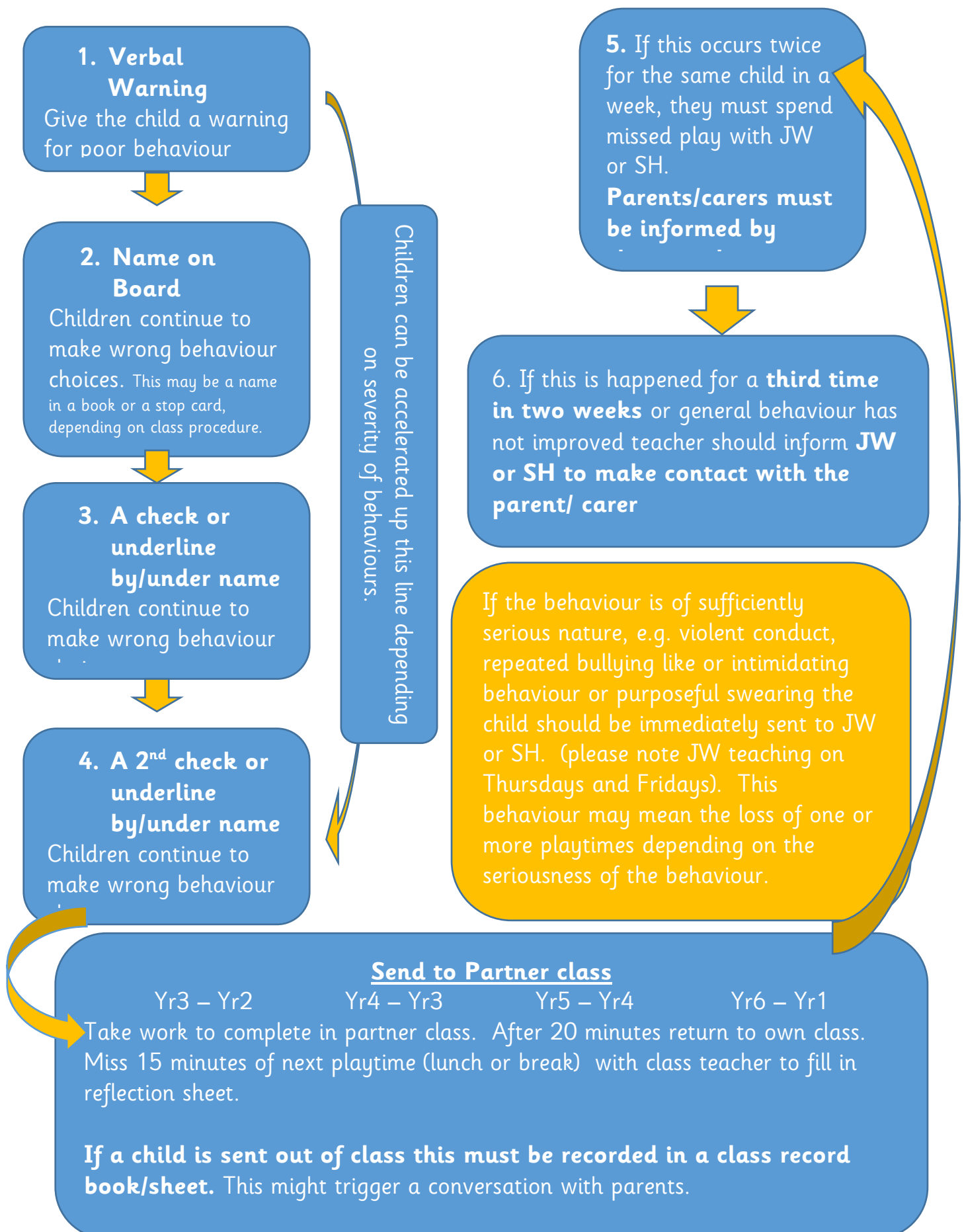
Beginning of the year

Discuss the classroom rules and together coming up with a set for the classroom. Every child will agree to the rules, and these will be displayed in the classroom. Remember a child can move both ways on the behaviour system.



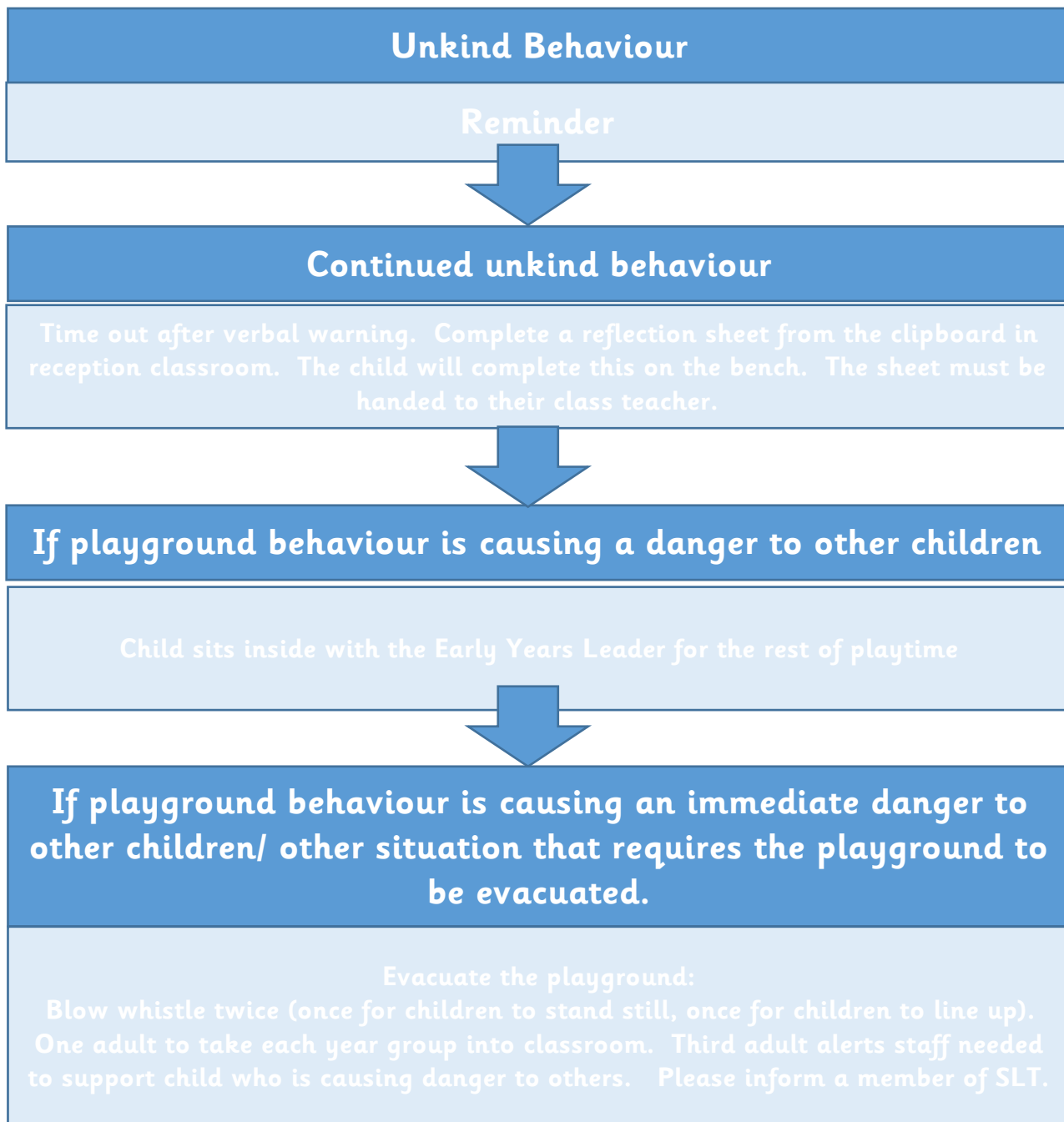
Appendix 2 - Key Stage 2 Classroom Procedure

Remember children can move both ways on the behaviour system



Appendix 3 - EYFS Playground Protocol

We expect children to display the school values on the playground.

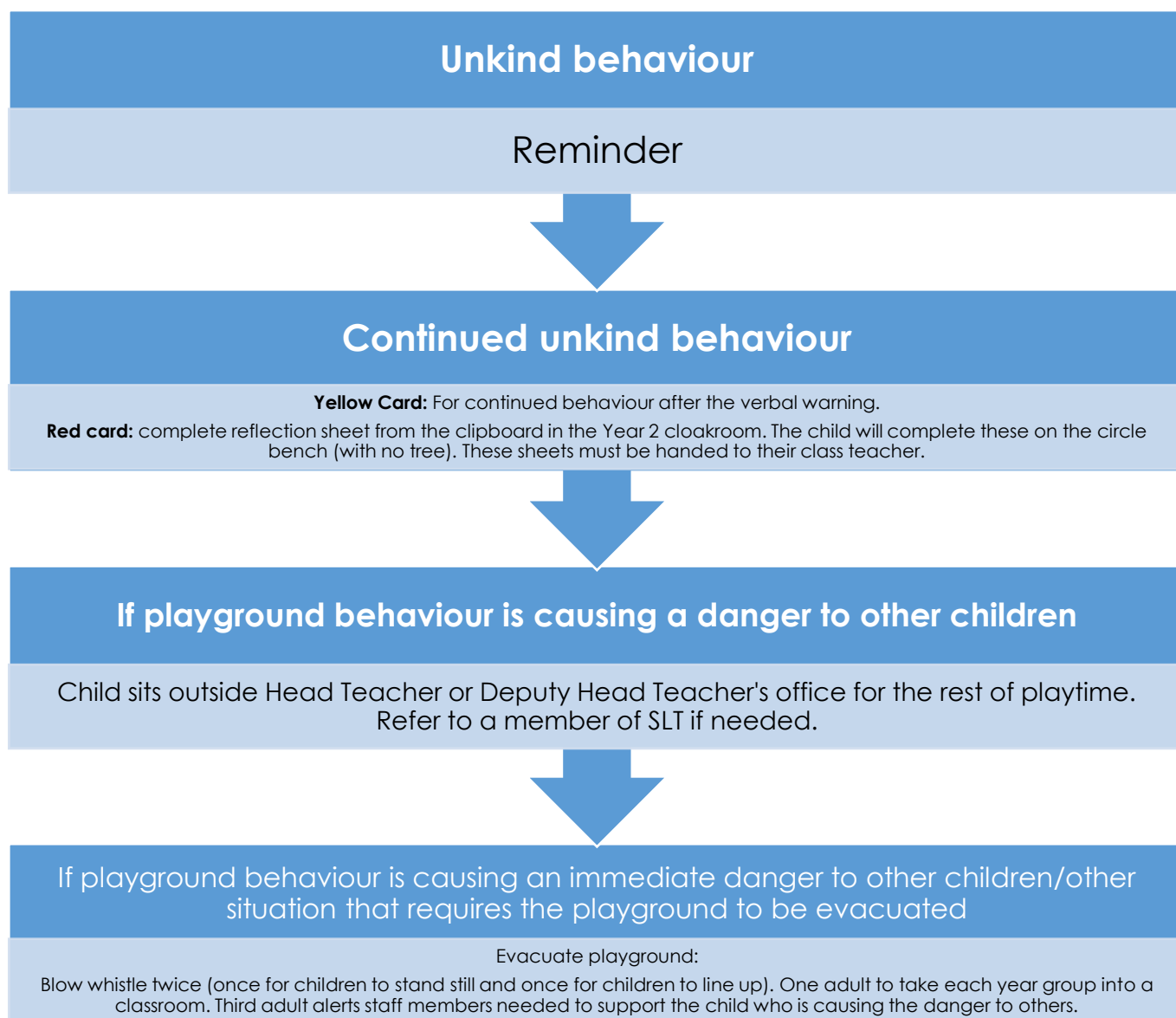


Please ensure that you inform class teachers of playground incidents, even if you did not need to give a time out.

Some children have an individual behaviour protocol. Please refer to the "Children to be aware of" poster or speak to 1:1 TAs if unsure.

Appendix 4 - Key Stage 1 Playground Protocol

We expect children to display the school values on the playground.



Please ensure that you inform class teachers of playground incidents, even if you did not need to give out a yellow or red card.

If a yellow or red card is given, please inform the person blowing the whistle, who will ask for any yellow or red cards.

Some children have an individual behaviour protocol. Please refer to the "Children to be aware of" poster or speak to 1:1 TAs if unsure.

Playground trail

The playground rota shows the adult responsible for supervising the trail. This is displayed in the First Aid Room and on the door to the Key Stage 1 library. If First Aid is required in the trail area, another adult will be alerted. This is to ensure that the trail remains supervised.

Related documents: Playground rota (displayed in First aid room and on the door to the Key Stage 1 library). Children to be aware of (displayed in First Aid room). Behaviour policy

Appendix 5 - Key Stage 2 Playground Protocol

We expect children to display the school values on the playground.

Unkind behaviour

Reminder



Continued unkind behaviour

1.) **Yellow Card:** For continued behaviour after the verbal warning.

2.) **Red card:** for continued unkind behaviour. Children sent in to sit outside Head or Deputy Head Teacher's office for rest of playtime - they fill in reflection sheet at this time. **They will miss their next play.**



If playground behaviour is causing a danger to other children - Straight to red.

Child sits outside Head Teacher or Deputy Head Teacher's office for the rest of playtime. Fill in reflection sheet. Refer to a member of SLT if needed. **They will miss their next play.**



If playground behaviour is causing an immediate danger to other children/other situation that requires the playground to be evacuated

Evacuate playground:

Blow whistle twice (once for children to stand still and once for children to line up). One adult to take each year group into a classroom. Third adult alerts staff members needed to support the child who is causing the danger to others. **Please inform SLT immediately.**

Please ensure that you inform class teachers of playground incidents (these should have been dealt with before returning to class).

If a yellow or red card is given, make sure that **KS2 playground supervisor** is informed so that these behaviours can be logged in the log book. These logs will be reviewed every term.

For repeated incidences of miss behaviour parents should be contacted by class teacher/SLT depending on seriousness of incidents and behaviour choices.

Some children have an individual behaviour protocol. Please refer to the "Children to be aware of" poster or speak to 1:1 TAs if unsure.

Related documents: Children to be aware of (displayed in First Aid room). Behaviour policy.

Appendix 6: SCHOOL RULES



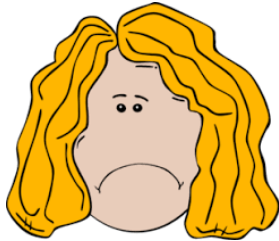
Behaviour Reflective Sheet

Name: _____ Date: _____

How were you feeling when it happened? (Circle)



angry



sad



other

When did it happen? (circle) am play lunchtime pm play

What happened?

Was anyone hurt? (feelings count)

How can things be made better?

What could I do next time?

Adult: _____ Child: _____

Behaviour Incident Record

Date of incident:	Recorded by:
Time of incident:	Location of incident:
Children involved:	
Type of Incident Tick ☐ Fighting ☐ Damaging Property ☐ Bullying – different form ☐ Racism – different form	☐ Rudeness to adults ☐ Disobedience ☐ Swearing ☐ Unkind language
Brief description of incident (Did you witness it? – yes / no)	
Consequences/Actions taken – to be decided and filled in by class teacher or SLT	
☐ Missed playtime ☐ Time spent with head/deputy head ☐ Parent informed by class teacher ☐ Meeting with Parent and SLT	☐ Banned from football ☐ Banned from area of playground for a time scale (MUGA/ castle/ ballcourt/ trim trail/ astro)
Other:	
Any further actions?	

Signed _____ Date _____

Last updated 04.02.25

Appendix 9

Behaviour Record for playground incidents:

[illegible]

APPENDIX 10: KS2 Classroom Warnings Record Sheet.

Teacher:

Week Beginning:

Child's name	Monday	Tuesday	Wednesday	Thursday	Friday

Appendix 11: List of Banned Items

[Government guidance](#) issued September 2022 requires schools to identify banned items. If children are suspected of bringing these items into school, a search can be made for them.

- Confectionery.
- Unauthorized toys and games.
- Mobile phones and other internet-enabled devices (outside of the limitations of the policy for year 6 children, which includes mobile phones being kept in a teacher's drawer throughout the day).
 - Recording devices.
- Knives, weapons, matches and other potentially dangerous items.
 - High value items.
- Harmful substances including alcohol, tobacco, unauthorized medicines and illegal drugs.
 - Offensive, pornographic or extremist literature.
 - Living creatures.