



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: 1.6

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Date of next policy review:	November 2025

Malmesbury C of E Primary School

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As a Church of England Academy, our Christian values underpin all our work and have a particular influence on behaviour. Our values are:

Love: which is the root of all the others

Respect: I respect myself, treat others as I would like to be treated and value what I have around me.

Courage: I have faith, I believe in myself and I rise to a challenge.

Kindness: I am friendly, helpful and polite.

Creativity: I use my imagination to explore and share ideas.

Independence: I am resilient, resourceful and reflective.

Our vision statement is: Together, taking every opportunity to make our best better.

1 Purpose: Aims and expectations

- 1.1** It is a primary aim of our 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 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. This policy forms an essential part of the induction of all members of staff.
- 1.2** The school has a number of 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 creating a safe environment in which everyone can learn and reach their full potential. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** We expect every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this Behaviour Policy in a consistent way.
- 1.5** 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.
- 1.6** 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.

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 Child Protection policy.
- 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 is a safeguarding matter. The procedures for child-on-child abuse are described in the school's Child Protection and Safeguarding policy.

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 Headteacher. 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 Headteacher

- 4.1** It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The Headteacher 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 Headteacher keeps records of all reported serious incidents of misbehaviour. Any racist incidents are recorded separately.
- 4.4** The Headteacher 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 Headteacher 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 Headteacher. 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 Headteacher in carrying out these guidelines.
- 6.2** The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the Governing Body may give advice to the Headteacher about particular disciplinary issues. The Headteacher 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 Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2.2** If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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 Headteacher 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 Headteacher.
- 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 Headteacher must comply with this ruling.

8 Monitoring

- 8.1** The Headteacher 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 Headteacher 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 Headteacher 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
(Headteacher):



Date: November 2023

Signed Laurence Mussett
(Chair of Governors):



Date: November 2023

Appendices

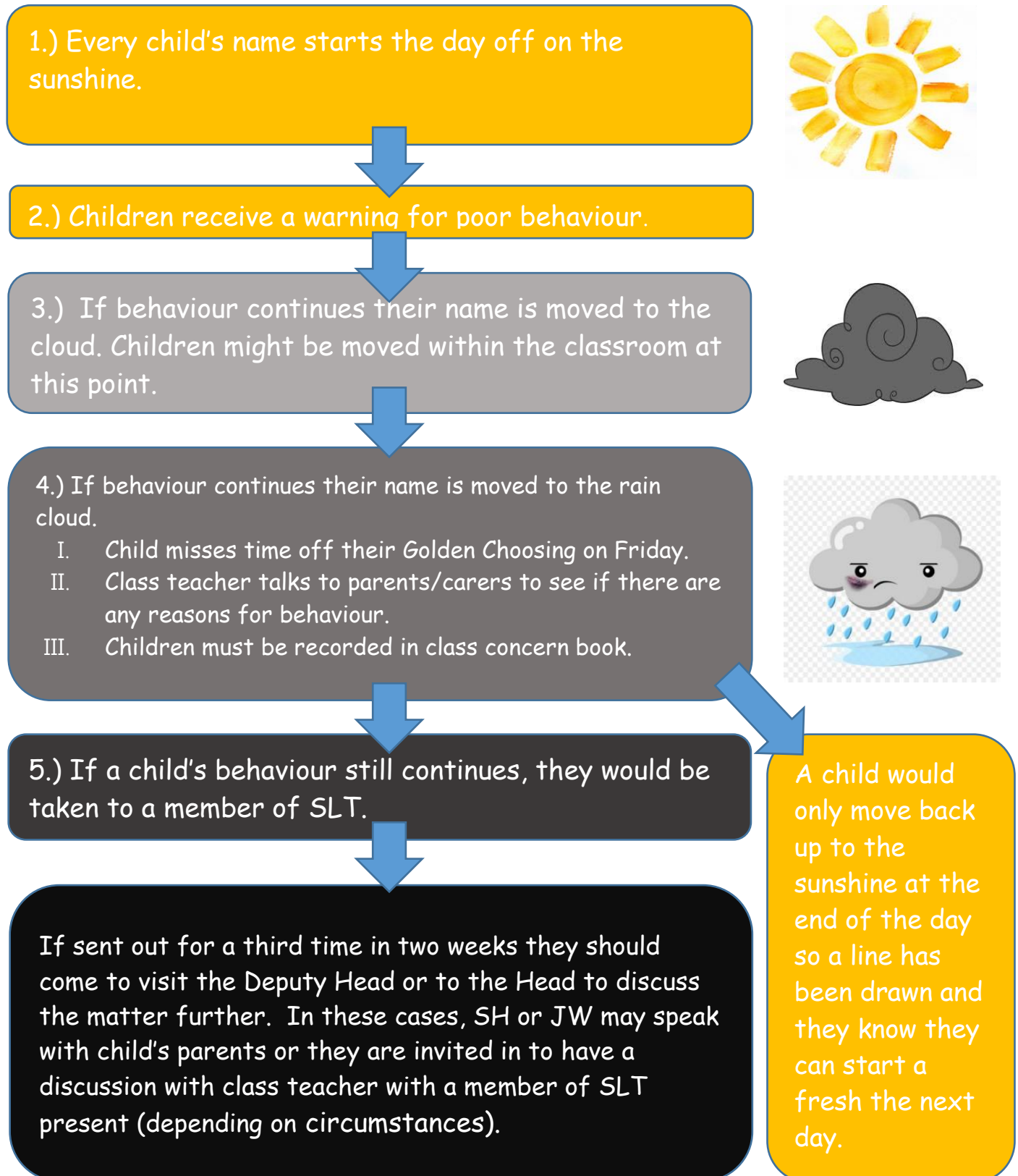
- Appendix 1: EYFS and KS1 Classroom procedure**
- Appendix 2: KS 2 Classroom procedure**
- Appendix 3: EYFS Playground Behaviour Protocol**
- Appendix 4: KS1 Playground Behaviour Protocol**
- Appendix 5: KS1 Playground Reflection Sheet**
- Appendix 6: KS2 Playground Behaviour Protocol**
- Appendix 7: 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

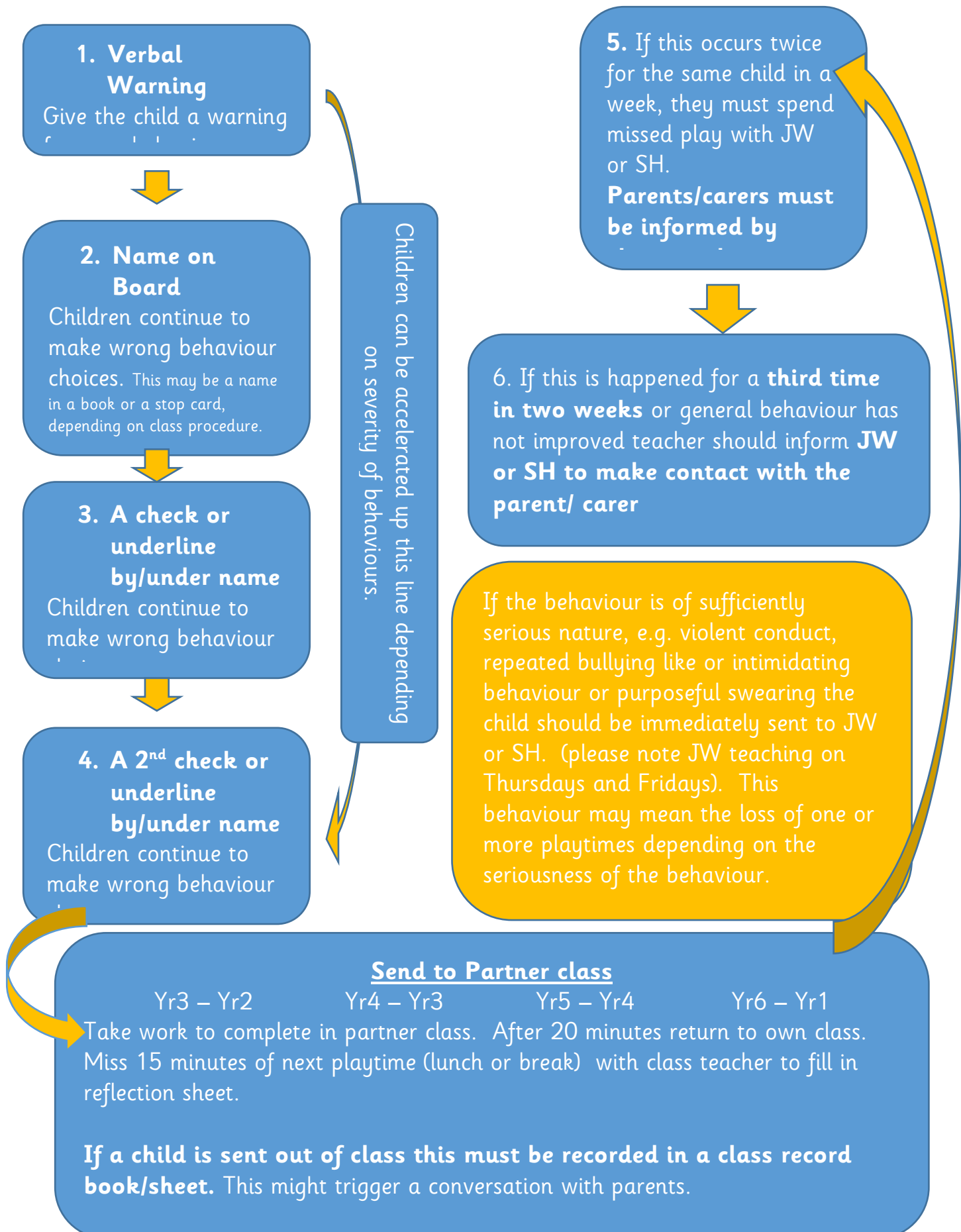
EYFS and KS1 Classroom Behaviour Procedure.

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.

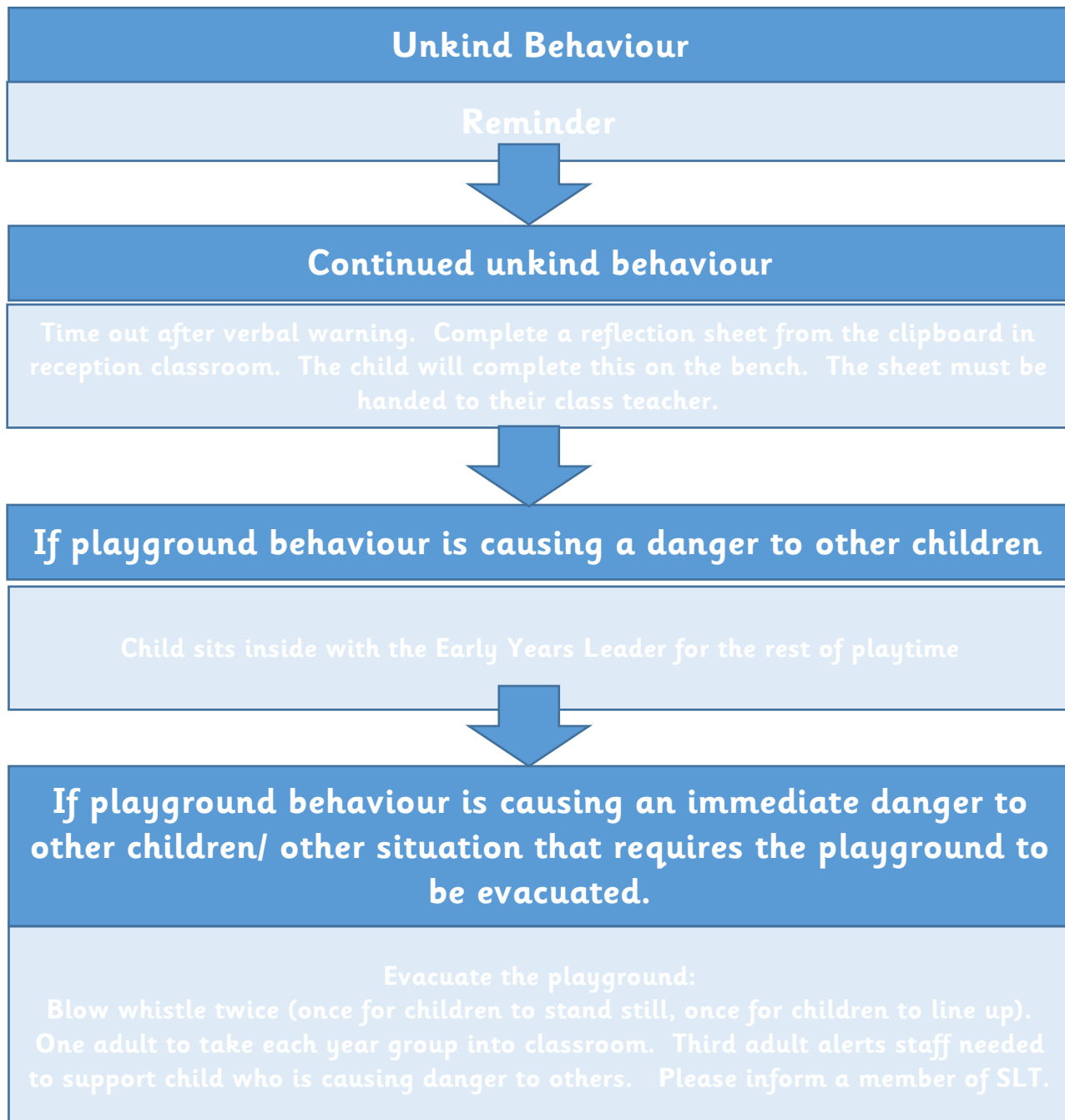


Appendix 2 - Key Stage 2 Classroom Procedure



Appendix 3 - EYFS Playground Protocol

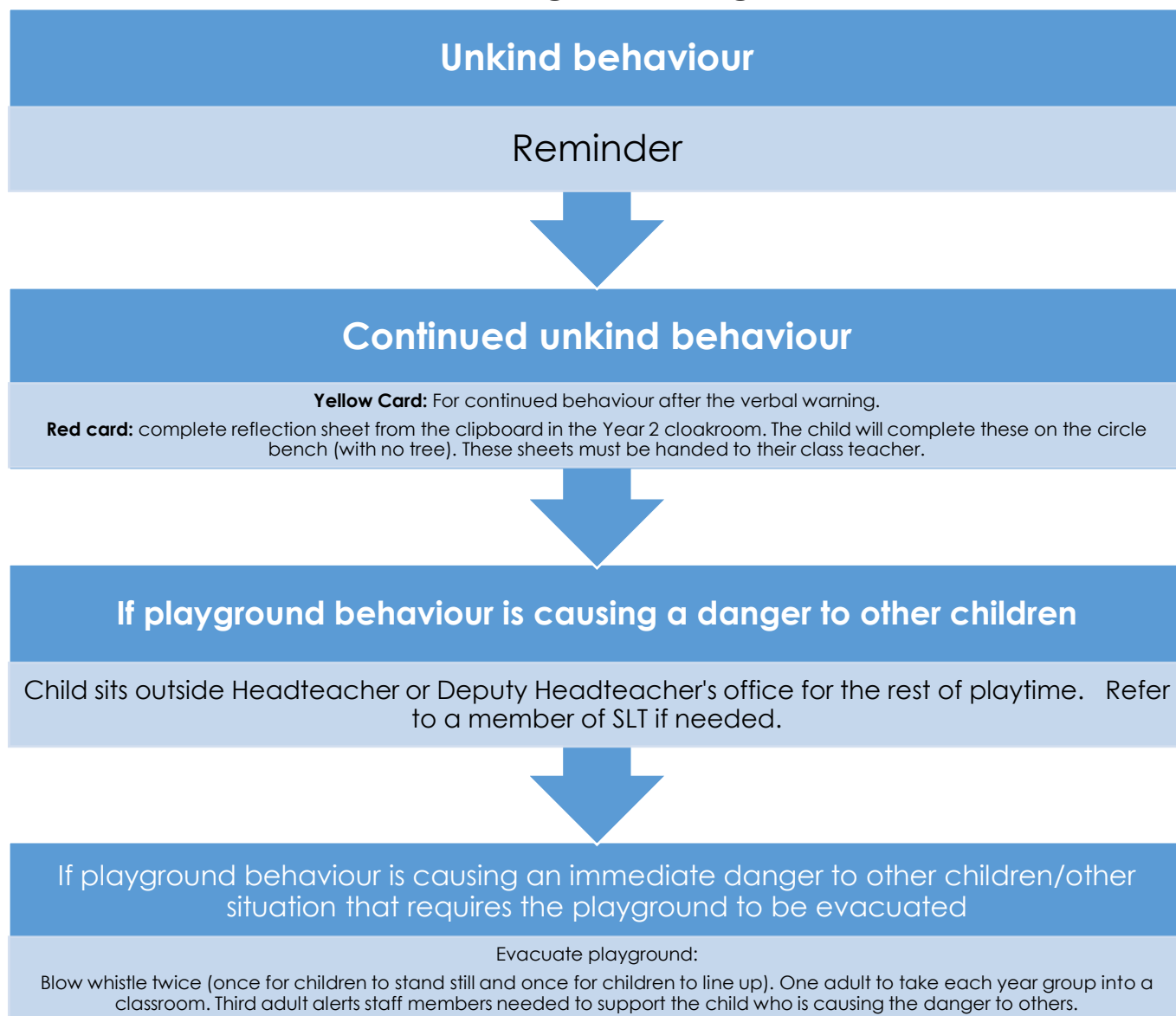
We expect children to display the school values on the playground.



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



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

Behaviour Reflective Sheet

Name: _____

Date: _____

How are you feeling? (Circle)



Angry



Sad



Worried

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

What happened (Draw a picture)?

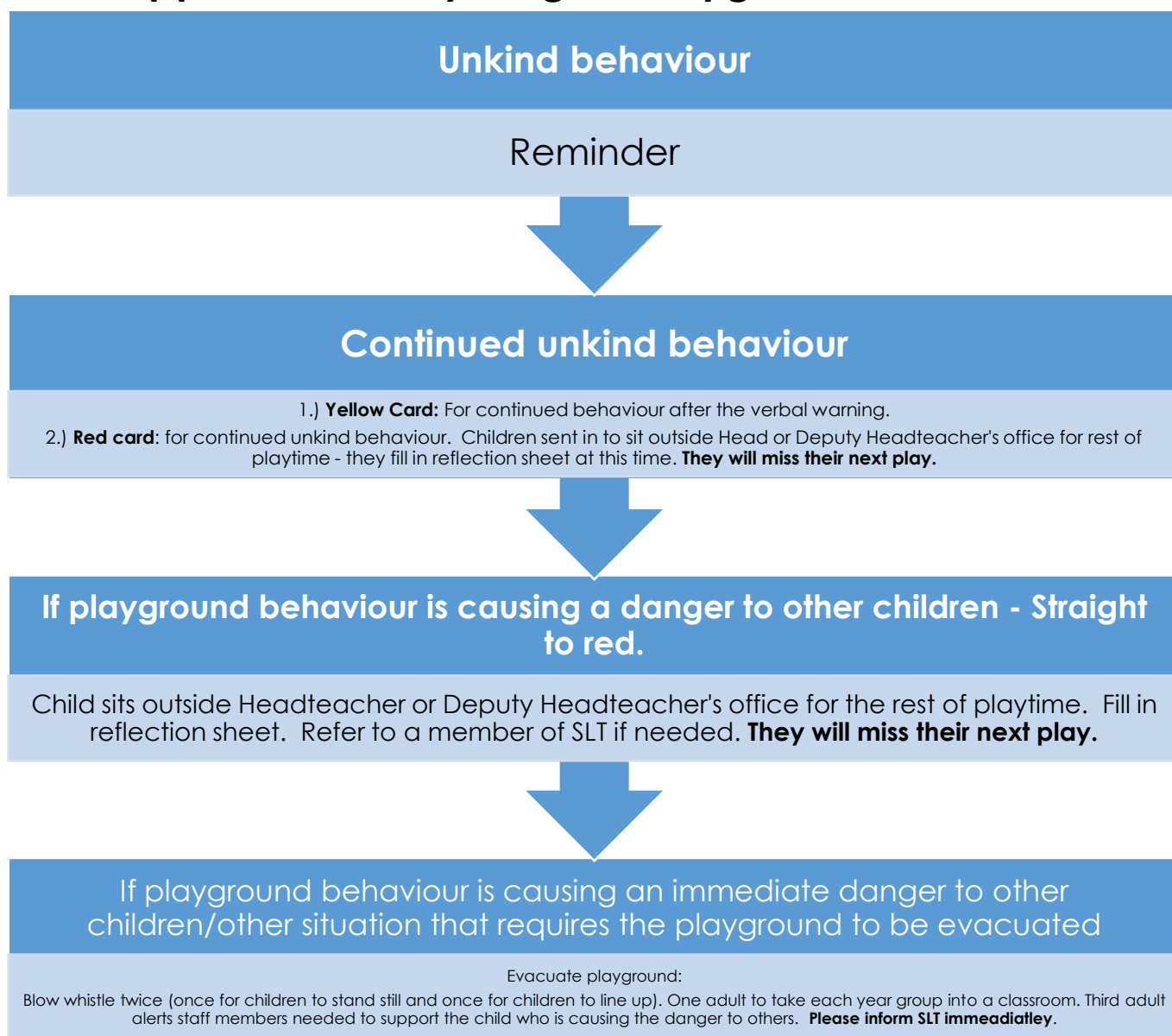
What will you do next time (Draw a picture)?

Adult to write what happened:

Name of adult: _____

14 of 20

Appendix 6 - Key Stage 2 Playground Protocol



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 7: SCHOOL RULES



Appendix 8

STOP and THINK DIARY / REFLECTION SHEET

Day and Date

Time and Place?

Who was there?

What happened?

What I did?

Who lost what?

Did I stop and think? YES / NO
If I stopped to think what might have happened?

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.