



# **BEHAVIOUR MANAGEMENT POLICY**

**MELLERS PRIMARY SCHOOL  
SEPTEMBER 2021**

# **Mellers Primary School**

## **Behaviour and Discipline Policy**

### **Basic Principles**

- We firmly believe that children can only learn and make progress in their learning if our school has an orderly and friendly atmosphere, in which children behave well.
- All children have a right to learn, free from distraction and disturbance.
- Of paramount importance is that all people have the right to come to school and be safe and secure from harm.
- All the people (adults and children) at Mellers have the right to be treated politely and with respect by others.
- Our approach to behaviour management is to stress the positive and to recognise and celebrate good behaviour by children
- Children who choose to behave well will be rewarded and praised. Children who choose to behave badly will be made aware of this and be punished appropriately.
- Our procedures for rewarding children who choose to behave well and for punishing children who choose to behave badly will be open, fair, graduated, straightforward and clear.
- There will be a progressive and differentiated approach to managing children's behaviour from Foundation Stage to Year 6. The basic principles will be consistent, but the application of rewards and sanctions will be appropriate to the child's age and stage of development
- All staff will do their utmost to implement our agreed policies in a consistent manner.
- We will work closely with children's parents and carers in encouraging all children to make positive choices to behave well. We expect all parents and carers to support our behaviour policy.

### **School Rules**

- 1. Always keep your hands and feet to yourself**  
(Don't hit, kick, spit at, slap, push or hurt anyone else)
- 2. Always be respectful and have good manners**  
(Don't back chat, interrupt, shout out, talk when someone else is talking or argue with anyone)
- 3. Always listen to other people and be kind to them**  
(Do not bully, threaten, steal, shout, swear or name call)
- 4. Always be honest**  
(Do not tell lies, cover up for other people's lies or try and get other people into trouble)
- 5. Respect property: school or other people's**  
(Don't break anything, damage books or equipment or take other people's things)

## **6. Be calm and considerate in and around school**

(Don't run, shout, push, barge into people)

**Think about the consequences before you break a rule, and take responsibility for your own actions!**

## **Playtime Rules**

- **Whatever happens at playtime stays at playtime**  
(Don't bring trivial playtime problems into class as this wastes learning time)
- **Let other people join in your game**  
(Don't be mean and make others feel sad)
- **Be respectful with playtime equipment**  
(Don't throw sticks in the pond, push people off the trim trail or kick balls onto the roof)
- **Stop playing and stand still when you hear the bell or whistle or see a teacher's hand up**  
(Don't carry on playing football or any other games)
- **Walk quietly and calmly to your line**  
(Don't run, push, shove or barge into anyone)

**These rules must be followed at playtime in addition to the 6 school rules.**

## **Rewards for good behaviour**

Throughout school we use an internet-based reward system called Marvellous Me, an app through which all members of Mellers staff can send a 'badge' home by text to parents, notifying them of what their child has done well. This comes as a text alert, which directs parents to go to the app that they will have downloaded to their phone or PC, where they can find details of the reward. Mellers staff members keep a track of the number of badges that the children have been given, and award certificates accordingly:

In FSU, children who work hard or behave well are rewarded with stars:

10 stars earn a badge on Marvellous Me

20 stars earn a badge on Marvellous Me

30 stars earn a badge on Marvellous Me

40 stars earn a badge on Marvellous Me

50 stars earn a badge on Marvellous Me and a bronze certificate  
80 stars earn a badge on Marvellous Me and a silver certificate  
100 stars earn a badge on Marvellous Me and a gold certificate

In KS1 and KS2:

20 badges earn a bronze sticker and certificate  
40 badges earn a silver sticker and certificate  
60 badges earn a gold sticker, a certificate and a book from Waterstones  
80 badges earn a platinum sticker and a certificate

As a reward for good behaviour, each half term all children who haven't had their name taken throughout the term will be able to come to school in non-uniform for a day: the final day of each half term. This was proposed by the School Council and agreed as appropriate.

### **Badges will be rewarded for:**

- good effort with a particular piece of work, spelling tests or multiplication test; being on task and ready to work; bringing reading diaries to school, with evidence of reading with an adult (these are just examples and not an exhaustive list). One badge will usually be awarded, but this can be increased to more in the case of exceptional work.
- consistently behaving correctly or for an exceptional piece of work.
- being kind, caring or helpful.

Badges will not be rewarded for:

- walking quietly along the corridor, sitting ready to listen in assembly etc as these are behaviours that we expect as the 'norm' at Mellers Primary and which will be rewarded with a comment from a member of staff.
- they will not be rewarded for good behaviour in detention, walking 'nicely' to time out or at any point during an outburst of bad behaviour. At no point will any child be rewarded with a badge during or after such an outburst.

### **Assembly**

There will be a weekly assembly in which good work and behaviour will be celebrated. Each Friday, one class teacher will choose 5 or 6 children to show examples of good quality work that they've done (this could be written work, PE, dance, swimming etc), which should include at least one social, behavioural or pastoral success (e.g. being kind, improved behaviour, really good reading at home etc). There will also be a 'linguist of the week' celebrated each Friday.

The weekly 'great work' assembly will also include the headteacher's award certificates for children who have made an impact on their class in some way during the week.

Parents/carers are invited to attend this assembly to celebrate the good work that takes place in our school.

Every half term, each class teacher will nominate one child for the Wise Owl award, which rewards children who have made a significant contribution to Mellers School.

## **Sanctions**

In the Foundation Stage, the children may be warned about a particular type of behaviour. If it persists, the child will be asked to sit on the 'thinking chair' until they calm down. The member of staff who asked the child to sit on the chair will give the child the opportunity to talk through the incident. If the behaviour persists, the child will be brought to the headteacher's office.

In KS1 and KS2 the progression for breaking our agreed rules is:

1. Verbal warning
2. First letter of the child's name is written on the board
3. The whole name is written on the board
4. A tick is put by the name (a check), which means that the child has to take part in a playtime reflection time and misses playtime
5. A second check means that the child has to do timeout (1 hour) in another classroom
6. A third check means that the child has to do timeout (half a day) in another classroom
7. A fourth check means that the child has to spend half a day in isolation in the headteacher's room

NB All children being sent to timeout or isolation must be accompanied by a teacher/TA and not by another child.

## **Reflection Time**

If a child reaches 4 on the above progression, he/she has to attend reflection time in a classroom at playtime. The class teacher will record the reasons that they are attending the reflection time on the SharePoint spreadsheet. In KS1 the member of staff conducting the reflection time will do this as a discussion/circle time with the children; in KS2 each child will fill out a reflection form. The forms will be checked to see if any pupils would benefit from therapeutic support, then filed in their personal files. The parents of any child that is having to go to reflection time on a regular basis will be asked to come to school to meet their child's teacher. If the negative behaviour still persists, the parents will be asked to come into school to meet the headteacher and teacher.

## **Special Educational Needs**

There are a number of children who have difficulties which prevent them from responding to the whole school behaviour policy. In these cases, they will have personalised, differentiated behaviour plans with sanctions that are appropriate to their needs. This is discussed with the classmates of

those children, so that their classmates don't feel that the system is unfair and they understand why some children require personalised sanctions.

On the very rare occasions that a pupil's behaviour is dangerous and will put them, other children or a staff member at risk, causes significant damage to property or disrupts the good order and discipline in school, we may be required to use reasonable force to physically intervene and remove a child from that situation. This is a last resort, in all cases, and we prefer to avoid this kind of intervention using a range of de-escalation strategies. Key members of our staff are fully trained in these types of strategies and interventions. Parents of the child concerned are always informed if physical intervention has been required with their child.

## **Non-negotiable behaviours**

There are four kinds of behaviour, which are totally unacceptable.

1. Bullying, intimidating, threatening or verbally abusing others (including swearing) about: disability, ethnicity, gender, religion, belief or faith background or sexual identity
2. Refusing to co-operate with, or being abusive to, an adult
3. Being violent or hurting others
4. Deliberately causing serious damage to school or other people's property

These behaviours will lead to the immediate involvement of the headteacher or other senior staff, without necessarily going through the usual staged and gradual approach to sanctions.

Any child that causes damage to school property will be asked to pay to replace or repair it. The incident will be discussed with the parent.

## **Parental Involvement**

We talk to parents and carers about our approach to behaviour at an initial meeting.

Parents/carers are informed of any incidents of inappropriate behaviour and the action which was taken on the day that the incident occurred.

If a child is in detention, the note home ensures that parents know that their child has been in detention that day.

We also like to inform parents/carers of positive behaviour and encourage them in a non-intrusive way to let us know of any events taking place within the home, which may be having an effect on their child's behaviour e.g. the arrival of a new baby or any medication that they are taking.

## **Working with Parents and Carers**

We are committed to working in close partnership with parents and carers in all of our work. This is particularly important in the establishment of good pupil behaviour. To this end we:

- Expect all parents and carers to support our Behaviour Policy. This is specified in our Home: School Agreement, which is signed by the headteacher and the child's parents/carers on admission to school.
- Provide regular feedback to parents about their child's progress in school. This is done both through informal contact at the start and end of the day, and through twice yearly structured conversations.
- Inform parents early if their child has shown a pattern of missed playtime punishments (see above).
- Work closely with parents in the establishment of any Individual Behaviour Plans and negotiation of behaviour charts with individual children who have significant behavioural needs.

## **Playtimes and Dinner Times**

At playtime and dinnertime, children will be asked to spend timeout on the wall if they break school rules. Names will not be taken during playtime, and the sanctions will not be carried back into the classroom, as this will have been carried out through time on the wall during the playtime.

Any of the non-negotiable behaviours, however, will be treated as exceptional and will not necessarily progress through the sanction system. They may result in being taken straight to the headteacher and having a detention or other such sanction applied immediately.

Football and basketball rules apply to all football and basketball games, and these are displayed in each classroom:

### **Play your own game: don't spoil other games**

If you spoil someone else's game, for example by kicking or throwing their ball away, you will be banned from playing football/basketball for **one day**.

### **Be kind: don't be aggressive**

If you are aggressive, for example shouting, swearing and "squaring up", or spitting you will be banned from football/basketball for **one week**.

### **Be gentle: don't be violent**

If you are violent towards other people, for example pushing, hurting or deliberately kicking or throwing the ball away, you will be banned from football/basketball for **6 weeks**.

### **Be a good sport: don't put the other players down**

At the end of the game, shake hands and say "well played".

We provide each class with a number of balls for playtime football and basketball games, and these are lightweight plastic balls (NOT leather, stitched balls) that won't hurt the younger children for play on the yard. In the summer, when we can use the field, children can use stitched balls.

### **Dinnertime**

The midday supervisor will talk to the child, but if the behaviour is of a more serious nature, or one of the 4 non-negotiable behaviours, the headteacher will be involved and this could result in alternative arrangements for lunchtime being made.

The headteacher will speak to children who refuse to co-operate with midday staff or children who are violent towards others during the dinnertime break. This will lead to a warning letter being sent to the child's parents. If there is any repeat of this behaviour during the half term, the Head Teacher will inform the parents that their child will be excluded from school dinner periods for a fixed period. If the child is entitled to receive free school meals s/he will be able to collect a free packed lunch from the school kitchen.

### **The school in the community**

We encourage our pupils to feel pride in themselves, in their school and in their community. This includes behaving with kindness, courtesy and respect to others whilst on educational visits and whilst on their way to and from school. If pupils are disrespectful to others whilst out on a school visit, or during an evening or weekend, it will be dealt with by school adults.

### **Exclusion**

Mellers is an inclusive school where we value all children and believe they are all entitled to experience success at our school. Nevertheless, repeated or very serious incidents of unacceptable behaviour may in certain circumstances lead to a period of fixed term exclusion from school. Extremely serious misbehaviour may lead to permanent exclusion.