

BEHAVIOUR AND DISCIPLINE POLICY

1 Introduction

The purpose of this policy document is to define the principles and aims of the development of good conduct at Melrose and to provide a framework which

- promotes consistency in school planning and school practice.
- facilitates development and change.
- informs new staff, pupils, governors and the wider community.

This policy document was developed in 1995 through a process of consultation with the teaching staff.

This policy is reviewed annually. It was reviewed in the Summer Term 2009. The next review will be in the Summer Term 2010.

2 Principles

School is a microcosm of society and rules are necessary for the smooth functioning of a school and the safety of the pupils.

There is a progression from externally imposed discipline to self-discipline.

3 Aims

Our aims are:-

- a) to help pupils recognise and adopt socially acceptable behaviour.
- b) to promote a positive self-image and self-esteem by the encouragement of respect for themselves, for others and for property and for the fostering of a caring environment.

- c) to guide children towards eventual self-discipline by encouraging them to increasingly take responsibility for and accept the consequences of their actions. Our strategies will encourage self esteem by giving praise, positive comments, stickers and house points and by giving children experiences of success by having realistically high expectations.

4 Rules

The Golden Rules apply in the Preparatory Department and the Lower Juniors. Posters are displayed on the walls.

The Upper Juniors devise their own rules, based on the Golden Rules.

Quiet, orderly behaviour in the corridors and cloakrooms at all times is encouraged. Pupils should walk in single file and move quietly around the school.

Expectations of Behaviour

1. Remember to walk quietly around the school.
2. Show good manners at all time.
3. Do be organised and responsible for your own belongings.

APPENDIX 1 Guidelines for Lunchtime Staff

APPENDIX 2 Relevant posters for children displayed around the school

Staff guidelines to support our expectations of behaviour

- Corridors and cloakrooms.
Quiet, orderly behaviour in the corridors and cloakrooms at all times is encouraged
Pupils should walk in single file and move quietly around the school.

Phoning home

Pupils may not phone home when they have forgotten something. Exceptions will be made

only if the reputation of the school is compromised eg. musical instruments needed for a

concert outside school or P.E. kit/equipment for an outside commitment.

A record of such phone calls will be kept and if they occur frequently, parents will be contacted.

- Classrooms

Children in the Junior department will stand when a visitor enters the classroom

and also when another teacher enters to take a lesson.

Pupils are not allowed to write on whiteboards unless the teacher is present and has given permission.

B • P.E. Changing.

C PE changing is supervised by PE staff and/or class teachers and should be done quickly and quietly.

- Assembly.

All pupils should maintain silence whilst waiting for Assembly to begin and whilst waiting to leave the Hall at the end of Assembly.

BEFORE SCHOOL

- Before school one blow on the whistle means stand and listen to the teachers instructions.
- On wet days the teacher on duty will allow pupils in at 8.30am to go to class and sit quietly. The class teacher will supervise the pupils.
- If it is dry, girls may play on the grass but NOT in the woods or on the playground equipment.
- Girls should play safely where they can be seen by a teacher.
- Girls are not allowed to play on the banks, swing on the trees or stand on the benches in the playgrounds.

BREAK

- At playtime one blow on the whistle means stand still and listen to the teachers instructions.
- Girls should play safely where they can be seen by a teacher.
- Girls are not allowed to play on the banks, swing on the trees or stand on the benches in the playgrounds.
- At break girls should go outside, weather permitting.
- Any girls wishing to re-enter the building must request permission from and report back to the teacher on duty. No girl should be in the building without supervision at break.

LUNCHTIME

- Good table manners are encouraged at all times.
- At lunchtime one blow on the whistle

Bullying – see Bullying Policy

Damage to Property

If property is damaged intentionally, the parent may be asked to reimburse the school for a replacement at the discretion of the Headteacher.

Resources

Badges – Prefects, Librarians, Sports Monitors and School Council.

Certificates, House Points, Stickers. Posters and red/yellow cards

PSHE, Assemblies, Circle Time, P4C (Philosophy for Children)

Strategies for coping with behavioural problems

- a) Minor issues are usually dealt with by form teachers or other members of staff where appropriate. Each issue is dealt with on an individual basis.
- b) Issues of an ongoing nature that are disruptive and or consistently failing to reach our levels of expectations are discussed at staff meetings with other members of staff or at other times.
- c) Major issues. Teacher should go to the nearest available Senior Management Teacher to deal with the situation.
- d) A record is kept of any child on medication which may affect behaviour and all staff made aware.
- e) Any incident or bad behaviour should be reported by supervisors to the senior lunch time supervisor, who will inform the class teacher immediately after lunch break. In potentially serious or controversial cases PAC should be informed immediately.
- f) Positive behaviour is encouraged by using the Jenny Moseley Golden Rules (linked to PSHE/Circle Time/Golden Time).

Strategies for Assessment/Recording

1. Ongoing informal teacher assessment by discussion throughout the year.
2. Items on the agenda of Staff Meetings throughout the year, when and if necessary.
3. Working in partnership with parents.
4. A record will be kept of pupils phoning home for forgotten items (see B3)
5. IEPs when appropriate.

