



POSITIVE BEHAVIOUR POLICY

REVIEWED SEPT 24

Legislative Acts relevant to this policy:

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy (DfE -Sefton/Knowsley)
- Special Educational Needs (SEND)
- Safe school pledge
- Mental Health Strategy
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.
- Equality Policy (In line with Equality Act 2010)
- PSHE & RSE Programme of work

Equality duty statement: *all systems in school are designed to ensure equality of opportunity, access to all aspects of educational provision, to eliminate all forms of discrimination/harassment and to foster excellent relationships between all members of the school community regardless of specific characteristics/beliefs.*

Governing Body general statement of principles:

- The governing body is extremely proud of the culture and ethos of the school. Our school value of ‘high standards of education and high standards of behaviour’ and our school motto: Be the best that you can be – sum up our aspirations for behaviour, conduct and attitude, for pupils and staff.
- In Melling Primary we promote British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs – these values are at the root of the principles behind this positive behaviour policy.
- Our own school values, rooted in British Values, provide children and staff with a strong ethos that encourages high standards of behaviour for all.

The governing body have a statutory duty to ensure school functions are carried out with a view to safeguarding and promoting the welfare of children. Teachers have a statutory duty to discipline pupils whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction. This power also applies to all paid staff with responsibility for pupils. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits and in some instances when misbehaviour occurs outside of school. The term ‘discipline’ applies to sanctions/strategies that are fair, proportionate and reasonable for the unwanted behaviour exhibited.

A strong Behaviour Policy supports staff in managing behaviour, through both rewards and sanctions. The school has legal duties also under the Equality Act 2010 and with respect to pupils with Special Educational Needs. Corporal punishment is illegal in all circumstances.

Introduction

The principles of the positive behaviour management policy:

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect – encouraging pupils to reflect on their own behaviour and how it affects others
- Where behaviour issues occur, they are dealt with in a *FAIR – RESPECTFUL – PROPORTIONATE* manner
- That the overriding principle of how the policy will be implemented is for all staff to show a *CALM – CONSISTENT- RESPECTFUL* approach to managing behaviour – shouting should not be seen as a behaviour management strategy.
- A whole school approach to promoting positive behaviour with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.

- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- Bad language is considered to be unacceptable behaviour
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- Corporate approach but with due regard for individual circumstances

Rationale

This school believes that children must develop:

- self-discipline to keep themselves and others safe
- respect for others and intolerance of extremism/radicalisation of any sort
- an ability to carry out and complete tasks assigned
- a clear understanding of right and wrong
- an intolerance to bullying behaviours of any kind - This includes all forms, e.g., cyber, racist, homophobic and gender related bullying behaviour; prejudiced based abuse; abuse related to disability.

The children at Melling Primary operate within a clearly understood system of EXPECTATIONS, REWARDS and CONSEQUENCES. The emphasis is continually on the promotion and celebration of good behaviour. The emphasis is placed on each child to choose their behaviour – if they choose to behave well, they are rewarded; if they choose to behave badly, they have also chosen the particular consequences which go with that choice. It is acknowledged that some children have particular behaviour issues that may need to be addressed outside of the behaviour system and with outside agency involvement. Other professionals or organisations may include:

- Well Young Persons Team
- Behaviour support specialists
- Educational Psychologist
- Families First
- SEAs counselling and therapies
- Jigsaw (a Behaviour Support Unit)
- Community Paediatrician
- ELSA / Relaxed Kids support TA

Our Behaviour Code of Conduct

Expectations (these will be displayed on the door and all children will acknowledge them as they enter the classroom eg will touch the display of words for example - hand shaped to show each of the 5 expectations):

BE READY

BE RESPECTFUL

BE SAFE

BE KIND

BE THE BEST THAT YOU CAN BE

These expectations run through all learning and social experiences and is at the root of our school's values (see below)



Golden Values identify specific behaviours that we expect all staff and pupils to highlight and promote:

- High standards of learning
- High standards of behaviour
- Can do not can't do
- Giving is more important than receiving
- Melling Manners
- Friendship, care and kindness

Definitions and examples of behaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

- Aggression – physical or verbal towards other children

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical / verbal attack on staff or other children
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

THE MELLING APPROACH TO BEHAVIOUR

Class expectations

In September each class discuss and agree classroom expectations based on *READY – RESPECT – KIND - SAFE*. Children are asked what sort of behaviours will allow them to work to the best of their ability, to enjoy school and to feel safe. Discussions are led by the class teacher and an agreed set of behaviours are devised, displayed and reinforced as necessary. These will be worded differently from class to class according to the age of the children, but the same basic principles apply to all.

Name in Lights:

READY – RESPECT – KIND - SAFE display in class (fairy lights around the chart) children will write names on board when teacher recognises wanted behaviour in this way we are reinforcing the good behaviour and acknowledging the children who always behave.

Rewards

Good behaviour needs to be continually recognised, reinforced and praised. In this school many different rewards are used to motivate children to demonstrate good work and behaviour.

Intrinsic: verbal praise; non-verbal praise eg thumbs up; fist bump; high five; ok sign; pat on the back etc

Extrinsic

Gold star cards linked to the schools golden values:

- *High standards of behaviour
- *High standards of learning
- *Melling Manners
- *Giving is more important than receiving
- *Can do not can't do
- *Friendship, care and kindness

Children are awarded gold stars when their behaviour consistently reflects one of the golden values. When they have achieved 5 gold stars on one of the values they receive a golden text/sticker prize from the Headteacher; when they have achieved 10 gold stars they receive a golden text/sticker/prize and metal pin badge for their school cap. A Caps Assembly takes place once each half term when all children wear their caps and badges are awarded.

Learner profile stickers

Specially designed stickers will be used to acknowledge effort in one of the key characteristics of learning.

Class rewards: mascots, certificates, class reward systems

These are issued as decided by individual class teachers on a daily/weekly basis. They include reward teddies and certificates, selection from a 'treat tin' (not sweets), and responsibility rewards (e.g special class jobs for children who display excellent behaviour).

House points – linked to 'Name in Lights' board

Each child is placed within one of four teams (Bootle, Halsall, Molyneux, Tatlock). Children earn house points for following the 5 expectations in the code of conduct etc. These encourage the idea of collective effort and responsibility. The winning team across the school gains a weekly cup; the termly and annual winning team receives a special reward at the end of the term/ school year.

Courtesy, Cullen, Apter, Gem of a Reader, Sports Champion Cups

To encourage children to display good manners, consideration and courtesy, the Courtesy Cup (manners and courtesy), Cullen cup (awarded for effort with presentation and handwriting) and the Apter Cup (for Friendship and kindness to others) are awarded on a weekly basis. Any member of staff (teaching and non-teaching) can nominate a child to receive the cup. The cups are awarded during Friday assembly; winning children also receive an individual medal which they can keep, the cup remains in their classroom for a week. Parents are always invited to watch their child receive the cups.

Head teacher Stickers and Golden Text

Children can be sent directly to the Headteacher to share an exceptional piece of work/progress/behaviour/community spirit/service to others etc. They will receive a Head teacher Sticker to take home that evening. The child will receive a golden ticket prize and a 'golden' text will be sent home that day in order that parents are able to celebrate their achievement too on the day it was awarded.

Traffic Light System

Behaviour of all children is monitored throughout each term. At the end of the term behaviour will be coded red (poor – needing improvement); yellow (good behaviour of an acceptable standard); green (outstanding behaviour). A raffle ticket will be entered into a prize draw for all children who achieved yellow or green behaviour at the end of a term.

Consequences & Sanctions

We believe it is very important that children have a clear understanding about what constitutes acceptable and unacceptable behaviour – only then can they make informed choices about how to behave. This policy sets out levels of unacceptable behaviour along with the CONSEQUENCES that accompany them. This ensures that the whole school community is fully aware of the consequences of MAKING POOR BEHAVIOUR CHOICES and ensures that our approach to discipline is fair and consistent. A degree of flexibility will be built in to the system for children with special needs.

No shouting stepped/scripted approach

- i) Praise and acknowledgement of wanted behaviour VERBAL AND NON VERBAL (see above)
- ii) Non-verbal **CHECK 1** eg gesture related to the desired behaviour 1 finger – signal for desired behaviour eg 4 fingers pointing down shows child to put four legs of chair down (other behaviour signals for: talking; turning around; getting on with work; out of place)
- iii) Non verbal **CHECK 2** – 2 fingers
- iv) **CHECK 3** Drive-by – I have noticed that (state facts) I wonder why that is - quiet word in ear (are you ready, respectful, safe questions...encouragement to get back on track)
- v) **Check 4** Behaviour noted (written in record book on teacher's desk: ready – safe – kind – respect columns) for purposes of reflection (start of play or start of lunch) – talk with teacher about unwanted behaviour: I noticed...we tried...i wonder why...ready respect safe...how did that affect others and yourself...how might you...how can we help you... if teacher can't do it sent to Head/Assistant Head office/classroom allocated
- vi) Parents will be contacted depending on the type and frequency of behaviour. Some behaviour may warrant this on the day eg swearing, fighting, attitude, 3 low level reflections – conversation recorded.
- vii) Some behaviour may require an immediate consequence and the reflection will be carried out by the Headteacher or Senior Teacher on duty at a play or lunchtime. Reflection slips will be sent home to parents on that day with a return slip/comment box requiring completion and signing by parents.

The class teacher/Headteacher will inform parents of any deterioration of behaviour, to avoid escalation of situations. The head teacher will contact parents regarding specific incidents as she deems appropriate.

See the chart at the end of this policy showing different levels of misbehaviour and the sanctions used.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

Curriculum – PSHE and Circle Time

An important part of our approach to developing children's awareness of appropriate behaviour is the use of curriculum sessions in PSHE and circle time. These opportunities provide a structured approach to discussing feelings, relationships, what being part of a community means and offers suggestions/ advice when learning how to deal with problem situations that may arise. During these sessions a range of strategies will be used to help children develop the skills to deal with difficult situations.

Our PSHE curriculum is taught using our outstanding My Happy Mind Programme (NHS backed) and 1Decision resource which has the following themes

My Happy Mind:

1. My Amazing Brain
2. Celebrate
3. Gratitude
4. Relate
5. Engage

1Decision:

Keeping/Staying Safe - KSS	Keeping/Staying Healthy - KSH	Relationships - REL	Growing and Changing - GAC
Being Responsible - BR	Feelings and Emotions - FAE	Computer Safety - CS	Our World - OW
The Working World - WW	Hazard Watch - HW	A World Without Judgement - AWWJ	Fire Safety - FS

Partnership with Parents

Close partnership with parents over every aspect of the children's education is crucial, but it is particularly important with regards to behaviour. In this school, we keep parents informed of any concerns regarding their child's behaviour, as early intervention will often stop poor behaviour before it becomes problematic. When necessary, we work closely with parents to develop strategies to support children who are presenting challenging behaviour in school and we liaise with appropriate outside agencies/experts should further support be necessary. It is essential that children see school and home working together to support them in improving their behaviour.

In return parents must:

- sign, return and support all aspects of the home-school agreement
- allow the children to see clear boundaries of acceptable behaviour within the home
- share concerns about the children's welfare and behaviour with the class teacher as early as possible
- share information, in confidence, with members of staff with regard to changes in the home or family circumstances that may affect the child's learning, concentration or behaviour.
- take an active interest in the child's work and achievements, especially with regard to basic skills

- practice (reading, tables etc.) and homework completion
- Never use social media to discuss behaviour issues and the school's approach for their own or other children.

Pupil to pupil support

In this school we have the following systems of pupil to pupil support:

- Buddies – all Year 6 children are paired with a Reception child, to offer support and social guidance.

When children's behaviour becomes a cause for concern:

For some children, their behaviour can become a cause of concern. Parents will be informed as soon as this happens and will be asked to actively support the strategies put in place to enable their child to improve their behaviour. In the vast majority of cases the intervention may be sufficient to get a child back on track.

However, there may be instances when a child's behaviour does not improve sufficiently:

- additional support may be deemed appropriate from one of our partner agencies
- an observation behaviour report card is implemented to identify patterns of behaviour and to identify good behaviour, as well as inappropriate behaviour
- an Individual Behaviour Plan may be implemented
- in some instances a suspension of ½ day or more days may be deemed appropriate (see exclusion below)
- in extreme circumstances permanent exclusion may be the only option

Safeguarding children

Where a behaviour suggests a child may be subject to, or likely to be subject to the threat of significant harm, the school will follow its Safeguarding Policy.

Time for reflection:

This school uses within the school day (break-time) reflection as part of its system of sanctions. It does not use out-of-hours detentions. All paid members of staff have the power to place a child in reflection. Parental consent is not required for reflection. Reflections at break-times will allow a reasonable time for the pupil to eat, drink and use the toilet.

The school uses a system of reflection – children are asked to talk about their behaviour – what they were feeling before, during and after the incident/event and also how this affected others around them (ready – respect – safe). This enables them to reflect on their behaviour and make decisions as to how to behave in the future. Reflections are discussed with the Headteacher/Senior teacher and/or class teacher.

Behaviour noted (written) for purposes of reflection (start of play or start of lunch) – talk with teacher about unwanted behaviour: I noticed...we tried...I wonder why...ready respect safe...how did that affect others and yourself...how might you...how can we help you...

The CPOMs secure recording system is used to record reflections of a more significant nature.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a

pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil.

Removal from the classroom is considered to be a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

Removal will be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability and a climate conducive to learning following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

The Headteacher/Assistant Headteacher will:

- a) consider whether any assessment of underlying factors of disruptive behaviour is needed;
- b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- c) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;
- d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;³⁰ and
- e) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Please Note: Parental consent is not required to restrain a pupil.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances. These incidents will be recorded and parents will be informed.

Power to search without consent

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by either the Head teacher or Assistant Head teacher, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

Confiscation of items

Paid members of staff are allowed to confiscate, retain or dispose of possessions that are deemed unsafe, disruptive to effective learning, or illegal. When this occurs staff are protected from liability for damage to or

loss of these items. In this school, all confiscated items are either retained for a period by the class teacher, then returned home (via parents if deemed appropriate), or passed directly to the head teacher, who will contact parents directly, or the Police in the case of overtly dangerous/illegal items.

Suspension and Exclusion of pupils (with reference to DfE Guidelines ‘Suspension and permanent exclusion from Maintained primary schools’ 2023)

Definitions (taken from the DfE Guidelines 2023):

Suspension 5. A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school’s behaviour policy. 6. A pupil may be suspended for one or more fixed periods¹⁴ (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. 7. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school’s behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

11. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

Suspensions/exclusions are a last resort and parents will be informed as early as is practicable if this situation arises/ is deemed likely to arise. In this school only the Head teacher has the power to exclude, or in her absence the Deputy Head teacher. Further details are available in the schools’ exclusion procedure document. The Head teacher can exclude on the following grounds:

- a serious breach, or persistent breaches, of the school's behaviour policy; or
- where a pupil’s behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.

SPECIFIC BEHAVIOUR ISSUES

Child on child abuse:

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online.

All staff understand that even if there are no reports of this it does not mean it is not happening, it may be the case that it is just not being reported.

In Melling the staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- * bullying behaviours (including cyberbullying, prejudice-based and discriminatory bullying)
- * physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- * verbal abuse and name calling
- * sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

Behaviour outside of school

The school has been given the legal power to sanction children for unacceptable conduct outside of school. In this school, for non-criminal bad behaviour that is witnessed/reported, the school may apply sanctions when the incident:

- occurred when travelling to or from school
- could upset the smooth daily running of the school
- involved the pupil wearing the school uniform
- poses a threat to another pupil/person
- could adversely affect the reputation of the school
- social media/gaming/internet

Malicious accusations against school staff:

In line with DfE guidelines, pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). Counselling or pastoral support maybe required in some circumstances for the pupil concerned. If an allegation is determined to be unfounded or malicious, the local authority designated officer (LADO) will be informed and the matter may be referred to local the authority children's social care services.

Staff maliciously accused will be supported through the school's health and well being pastoral system.

The role of the Governing Body:

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

In Melling the Governing Body will support the principles and actions referenced in the Positive Behaviour Policy and support the Head teacher and staff in implementing and reviewing the policy.

The Governing Body monitor the policy in a variety of ways:

- i) In half termly Full Governing Body meetings, the Head teacher presents a report on the most recent behaviour log analysis;
- ii) When Governors carry out a school visit, the recording form always requires a comment to be made about behaviour and conduct observed;
- iii) Governors attend reward assemblies as often as possible to ensure the message about high standards of behaviour are conveyed to pupils and staff.
- iv) Governor reward letters at the end of the year

Associated resources for Governing Bodies:

Link to A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Link to the Department’s advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff’:

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

Behaviour Levels

Level 1 Behaviour – Consequences of Breaking Class/School EXPECTATIONS/low level disruption –Each day

See SCRIPT AND STEPPED APPROACH

1. Non-verbal check 1
2. Non verbal check 2
3. Check 3 – Drive-by (I have noticed that...is there a problem I can help you with...are you safe, respectful, ready)
4. Check 4 – record child's name in relevant column (ready – respect – safe) in order to reflect on their behaviour at playtime/lunchtime (reflection with teacher)
5. If the behaviour was deemed to be more serious (other than low level disruption a reflection with the Head/Assistant Head will be implemented – Parents will be informed of this level of reflection

Level 2 Behaviour – Being overtly disrespectful (answering back to an adult, insolence, defiance, refusal to follow instructions), swearing, deliberately hurting another pupil, inappropriate comments/name calling/gestures that could be considered as sexual harassment

Consequences

Time out/removal may be needed in another classroom/separate table in class

Instant break-time reflection with Head/Assistant Head – Parent informed

If this continues to be the case a behaviour report card may be implemented

Level 3 Behaviour – (this is not an exhaustive list)

Verbal/Physical aggression to others (pupils or staff) / Acts of Vandalism / Bringing into school prohibited items: substances, weapons (or objects that could be used as a weapon), stolen goods /Repeatedly breaking Level 2 behaviour; problematic sexual harassment of other children eg upskirting, touching, directly sexual comments/sexualised behaviour to others

Consequences - Dependent on severity – consider appropriateness of Level 2 or Level 1 response, then:

Immediate removal from class/playground to Headteacher/DHT

Instant reflection Parents Contacted

Supervised Isolation from the class

Removal of privileges (including representing the school in out of school events)

Creation of an Individual Behaviour Plan with accompanying behaviour observation card

Possible Suspension

Possible Permanent Exclusion