

The Maelor Church Schools Federation

Behaviour and Discipline Policy 2025

Date Approved By Governing Body	
Review Date	
Equality Act Impact Assessment	Yes No Date
Signed (Chair of Governors)	
Signed (Headteacher)	

Introduction

At the Maelor Church Schools Federation we aim to create a secure, happy and stimulating environment within which each child can develop socially, morally, emotionally, intellectually and physically.

Our children are entitled to a safe and caring school in which they can fulfil their full potential. This can only be achieved within a well-structured and positively managed whole school approach to behaviour and discipline.

This policy is designed to promote an atmosphere in which good behaviour is expected. Positive, constructive behaviour is encouraged by clearly defined rules, a relevant curriculum and caring relationships.

We want our children to leave our school having developed confidence and a respect for themselves and others. We want our children to take with them the positive attitudes and values they will have shared in our school, enabling them to be effective and caring members of society.

Aims

The aims of this policy are to:

- ✓ Develop an understanding within our pupils of acceptable and appropriate behaviour.
- ✓ Create an environment which encourages and reinforces good behaviour.
- ✓ Encourage consistency of response to both positive and negative behaviour.
- ✓ Promote self-esteem and self-discipline among pupils and to encourage positive relationships.
- ✓ Involve parents and/or carers in the promotion and development of good behaviour.
- ✓ Agree a whole school approach to behaviour management in order to give all staff the skills and confidence to deal with behaviour management positively and effectively.
- ✓ Ensure early intervention in behaviour management.

Objectives

- ✓ To create a positive learning atmosphere based on consistency, calmness and cooperation.
- ✓ To encourage children to maintain high standards of behaviour based on courtesy, consideration and respect for others.
- ✓ To enable children to appreciate the value of honesty and fairness.
- ✓ To develop an understanding of the importance of self-discipline and self-respect.
- ✓ To ensure that all staff receive the necessary training to allow them to deal with behaviour management confidently and positively.

Our Schools Rules

The school has three rules, which are designed to ensure the safety of pupils in school and to foster a pleasant learning environment.



School Rules
Ready
Respectful
Safe

Our Beliefs and the Approaches we use in Classrooms/Around

Three Rights for All

- The right to be safe.
- The right to learn/teach/work.
- The right to be respected.

The Power of Praise

- Catch the child being good!
- We provide more praise than negative comment ... 6:1 not 1:6!

Corrective Action:

A Step by Step Approach

- Tactical ignoring – focus on the positive behaviour or behaviour of others. Offer adjacent praise.
- Distract the child who is off task.
- Use simple, brief directions (use please and thanks).
- Rule Reminders – use class and/or school rules to reinforce the positive behaviour that is expected.
- Offer a simple choice; 'Put it in your bag or on my desk. Thanks!'
- Re-direct (instead of arguing). Try to use assertive language 'I want you to ...' Remember the please and thank you to finish the sentence, it helps to show you expect compliance.
- Make consequences clear.
- Use cool off time or time out.

Self-Esteem

- Crucial!
- Children need to feel valued.
- The words that you use today form a child's self-concept for tomorrow!

A Classroom Discipline Plan

- A functional classroom – equipment is accessible, pupils' work is attractively displayed etc.
- Good quality teaching and learning
- Different types of learning are catered for.
- Active learning takes place.
- Activities are relevant, varied and interesting.
- Good behaviour is noticed and acknowledged.

Protocols

- Praise loudly, reprimand quietly.
- Use a respectful but assertive tone of voice.
- It is the behaviour, not the child.
- Avoid labels.
- Watch spatial proximity.
- Give clear choices.

Strategies and Principles:

1. Present a good model of relationships and attitude.
2. Praise and encourage individual and group examples of good behaviour.
3. Have high expectations.
4. Set individual targets for behaviour.
5. Reward children for meeting targets.
6. Use of class circle time to discuss school and class rules and related issues.
7. Ensure rules are clearly understood.
8. Ensure good match of work ability, especially with high and low ability children.
9. Where possible, understand when and why the child is seeking attention.
10. Try to find a positive way of giving attention as soon as possible.
11. Identify reasons for bad behaviour.
12. Be positive!

Expectations:

We expect all pupils to:

- Attend school regularly and on time.
- Try their best at all times.
- Behave safely and sensibly in school, in class and when on the yard.
- Resolve any disputes using minds and mouths, not hands and feet!
- Talk about any problems and to own up.
- Speak and listen in turn.
- Work with other people; sharing and cooperating.
- Display good manners to each other and to all staff.
- Follow class and school rules.
- Show respect for the school building and school property.
- Wear school uniform as part of the school community.
- Take pride in themselves, their school and community.

We always aim to focus on good behaviour and to reward and praise it.

- ✓ Use of stickers and comments in books
- ✓ Use of certificates, medal, pencils
- ✓ A visit to another class to show good work
- ✓ A visit to another class to help or to work alongside other children.
- ✓ Postcard home to parents
- ✓ A visit to the Headteacher
- ✓ Extra playtime
- ✓ Rewards in Sharing Assembly (weekly; star of the week, class of the week)
- ✓ Special responsibilities (monitors, Super Ambassadors, Worship Warriors, Digital Leaders etc)

Pupils have devised their own rewards

School Rewards
Praise/stickers
Certificate
Letter/Postcard home
Phone call home

The whole system is one of encouragement and praise which reinforces the positive ethos of the school.

Sanctions

The staff employ a range of sanctions for dealing with unacceptable behaviour. All classroom staff have a responsibility for maintaining good behaviour both in the classroom and around the school.

Corrective Action; A Step by Step Approach (1)

Tactical ignoring/focusing on the positive behaviour of others/adjacent praise



Distract the child who is off task



Give brief directions/instructions or provide a simple choice Remember to start with please and finish with thank you



Reminder of class and/or school rules



Redirect (avoid confrontation or arguments). Use assertive language



Offer choices, make consequences clear



Use cool off time or time out (short periods only – to think about behaviour, then return to class) or consider a change of seating



If negative behaviour persists, child could work by themselves until the end of the lesson (in class) or could work in another classroom until the end of the lesson.



Remember to record any incidents of persistent, negative behaviour.



Choose a possible sanction ... missing part of a playtime, completion of incident report form/I'm sorry letter or drawing, loss of Golden Time/other privilege.



For serious or persistent behaviour ... send for Headteacher or teacher in charge.

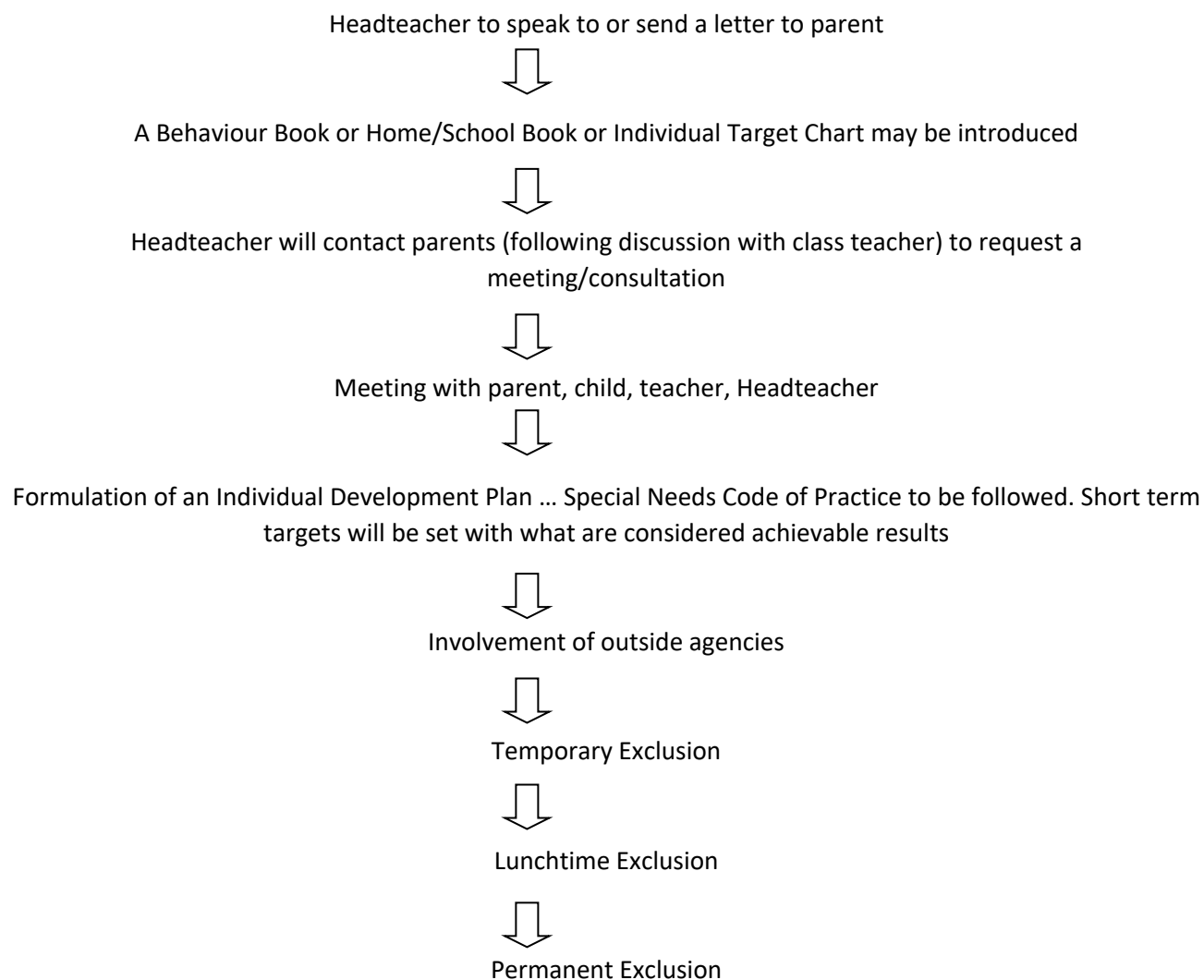


Refer to Stage 2 of Step by Step Approach

Corrective Action; A Step by Step Approach (Stage 2)

Children should be reminded consistently that for all negative behaviours and infringement of school rules there are consequences. It should also be remembered that in many situations, forethought, preventative action and positive interventions can avoid the need for sanctions.

Despite using the step by step approach above (1), the child may choose to continue to display unacceptable behaviour. In these instances, the following approaches will be used:



In the event of a serious incident which may involve extreme behaviour and may result in an injury to another child or adult, the following actions may be taken:

- *Child may be withdrawn from a school trip.
- *Child may be issued with a fixed term temporary exclusion.
- *Child may well be issued with a permanent exclusion.

Permanent exclusion is rare and a whole range of alternatives are exhausted before it is considered. However, if there is a single, very serious incident e.g. violence towards a member of staff, violence towards another pupil, permanent exclusion will be considered. It is also possible if a pupil, over a period of time, fails to respond to our code of behaviour and is deemed to be beyond our control.

The above consequences will be at the discretion of the Headteacher in consultation with the Chair of Governors.

School Sanctions
Reminder
Miss 5 mins playtime
Miss 10 mins playtime
Miss a full playtime
Speak to parents
Letter home

Implementation

Our school promotes self-discipline, independence and responsibility. Through the curriculum and the framework of this policy, we will provide opportunities to develop positive, social attitudes.

Everyone at in the school agrees to:

- ✓ Explain and demonstrate the behaviour we wish to see.
- ✓ Encourage the children to be responsible for their own behaviour.
- ✓ Recognise and highlight exceptional behaviour, as appropriate.
- ✓ Ensure that criticism is constructive.
- ✓ Inform parents about children's good behaviour.

Pupils are expected to:

- ✓ Aim for the highest standard in their work and behaviour.
- ✓ Cooperate with staff and authority.
- ✓ Consider and respect feelings and property.
- ✓ Care for equipment and materials.
- ✓ Understand the need for rules.

Staff are responsible for:

- Ensuring a positive and consistently fair approach.
- Creating a friendly and supportive atmosphere.
- Praising and encouraging the children.
- Ensuring that pupils are supervised during teaching time.
- Ensuring that pupils are sent outside at break times.
- Ensuring the safety of our children around school and on the playground.
- Ensuring that if children stay in then a member of staff must be present.

Parents are responsible for:

- ✓ Supporting the implementation of this policy (as signed on the Home/School Agreement).
- ✓ Ensuring that their child attends school and is on time.
- ✓ Keeping up-to-date with this policy and for encouraging their child to adhere to it.
- ✓ Working with the school to resolve any issues when the school contacts them.
- ✓ Contacting the school whenever there is a problem in order that it can be sorted quickly.
- ✓ Attending any scheduled meetings with staff to review their child's progress.

Additional Information:

Staff will recognise children's different stages of development and understanding and will ensure that rules, expectations and procedures for dealing with unwanted behaviour are used appropriately.

Whenever possible, staff will encourage children to solve their own conflicts. Staff will act as mediators, acknowledging angry and upset feelings, defining the difficulty, ask appropriate questions and provide support for an amicable settlement. This approach gives children confidence as effective problem solvers and respect for their peers.

Children will be encouraged to tell others if they are not happy with their behaviour and why.

Our School Council will be actively involved in helping to implement this policy.

Other supporting documents:

Home School Agreement

Anti-Bullying Policy