

Expectations policy

Policy Intent

Throughout this document, the term 'Melrose' refers collectively to The Ladies' College Melrose and its Pre-School."

The values at Melrose are centred upon teaching our pupils to have integrity, to be brave and to be kind. We aim to create a supportive community where pupils are encouraged to act with honesty, demonstrate courage in the face of challenges, and treat everyone with compassion and respect. These values guide our expectations for behaviour and are reflected in the interactions between staff, pupils, and the wider school community.

Our goal is to nurture individuals who not only excel academically but also develop the character and resilience needed to thrive beyond the classroom. This policy ensures that these principles are consistently applied to maintain a safe, inclusive, and positive learning environment.

Philosophy

At Melrose, we recognise the importance of a positive and consistent approach to behaviour. We understand that when pupils feel respected, safe, happy, and listened to, this leads to achievement. We maintain rigour, routine, and high expectations, while striving to be kind and compassionate at all times. The focus is on building relationships and understanding our pupils, their backgrounds, and their challenges.

We remain curious about why negative behaviour has occurred and deal with any incidents by regulating (defusing the situation), relating (connecting with the pupil), and repairing (ensuring the pupil is able to make amends for their actions). Behaviour is recognised as a form of communication and is not always a choice; therefore, we work with the pupils by having firm boundaries alongside high levels of support.

Misbehaviour is often a developmental deficit, and it is our responsibility to educate, support, and equip pupils with the skills to thrive beyond school.

The Ladies' College Expectations:

We expect that as a member of the Ladies' College all pupils will:

Be kind:

- building a community where everyone is welcome and valued
- supporting each other with respect and empathy

- advocating for others

Be Brave:

- using your voice, and listening, to shape the world for the better
- trying new things and embracing challenges
- standing by our convictions to create positive changes in the world

Show Integrity:

- being thoughtful and honest with our words and actions
- setting high moral standards
- taking responsibility for, and learning from, our mistakes

The school aims to promote socially responsible behaviour, respect for others, consistency and kindness. Melrose promotes an anti-racist, anti-homophobic and anti-misogynistic stance, and seeks to eradicate any discrimination against protected characteristics (age, gender, being married or in a civil partnership, being pregnant or on maternity leave, disability, race, religious beliefs, sex or sexual orientation). This is ensured through policies and lived experiences in order to provide an environment which is inclusive for all. The school's response to such incidents can be found in Appendix 1.

Pupils with Special Educational Needs (SEND) or Other Diagnoses

Where pupils have SEND or other diagnoses, consequences, rewards, and sanctions may be reasonably adjusted to suit their needs. These adjustments will be made in consultation with the Head of Learning Support, who may also seek advice from external agencies.

All Staff

All staff are responsible for understanding and supporting pupils' emotions and behaviour. Consistency across all sections of the school is key. Staff are encouraged to:

- Lead by example in promoting and modelling good behaviour by encouraging positive interaction between colleagues, pupils and parents.
- Have respectful relationships with other staff and pupils, and forge strong and supportive links with parents, cultivating an attitude of positive regard for everyone.
- Build relationships with pupils to support their behaviour.
- Refer to and use the College Values and Expectations regularly.
- Demonstrate a clear and informed understanding of the impact that learning difficulties and/or disabilities have on an individual's behaviour.
- Be visible and supportive during key transition times.
- Provide engaging lessons that challenge and motivate pupils.
- Facilitate activities that boost self-esteem, self-confidence, self-discipline and that promote a sense of pride in the school.
- Regulate, relate, and repair before escalating any behavioural concerns.
- Engage with pupils who are making a bad choice with regard to their behaviour, and always try to follow up with a restorative approach.

- Administer fair, logical, and restorative consequences when behaviour falls short.

All Pupils

We aim to create a positive atmosphere where all members of the school community feel valued and respected. We base much of what we do on the aforementioned College Values and Expectations which are designed to provide pupils with a structure to their behaviour. Staff will refer to values and expectations to ensure pupils make excellent behaviour choices.

Golden Rules are established with the pupils in Pre-School and the Prep Department (Lower Prep to Upper Prep) at the start of each year and revisited regularly. These include:

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property.

In the Prep Department, the Decider skills strategies are used to regulate a pupils emotions when needed (see Appendix 10).

The Golden Rules continue into the Juniors (Junior Remove to Form III). As pupils move into the Juniors, we also expect them to take greater responsibility for their belongings, ensure they have the correct uniform and equipment, and be punctual. Additionally, they should set a good example for the younger pupils in the school.

Celebrating Positive Behaviour

We will aim to reward both effort and success in all aspects of school life with public acknowledgement as well as personal praise wherever possible. We believe that encouragement should be the prime motivator and we celebrate positive behaviour in the following ways:

In the Juniors, positive behaviour is rewarded with, but not limited to, House points, certificates, and Head's Awards, while in the Preps, rewards include stickers, Melrose Mindset tallies, and 'Wow' moments. These rewards are given for, but not limited to, the following achievements:

- A piece of good/exceptional quality work/learning.
- A piece of work that demonstrate good/exceptional effort.
- Excellent contribution to class discussion.
- A marked improvement in any area of school life.
- Perseverance.
- Demonstrating the Melrose Mindsets
- Demonstrating particular care for the environment.
- Random Acts of Kindness.
- Showing Integrity, Bravery or Kindness.

The Values Cup is awarded to a pupil in each section of the school every term for consistently demonstrating all of our College values.

There are also numerous positions of responsibility in Form III which are awarded to pupils who demonstrate leadership and are excellent role models to our younger pupils. Some of these positions include General Prefect, Prep Prefect, Junior Prefect, Library Prefect and ICT Prefect.

As well as the formal rewards, staff may also give praise, encourage dialogue with pupils, display work/learning, provide positive feedback, communicate with parents and celebrate success in their own way.

Consequences

As educators, we understand that to a certain extent, pupils need to discover for themselves where the bounds of acceptable behaviour lie. It is our job to support them in this journey, so there are consequences for behaviour which falls short of our expectations. However, the consequences need to be a logical response which is both constructive and restorative (see Appendix 4).

Classroom Management

In most cases, the adult will initially warn the pupil that their behaviour is not appropriate with a non-verbal/verbal reminder. This should help the pupil become more aware of their actions and change their behaviour in the moment. This may include procedures outlined in Appendix 2a.

If the behaviour does not change or improve, then the adult will move to a verbal warning which is more explicit and reiterates that the behaviour is not acceptable. The verbal warning may consist of the procedure outlined in Appendix 2a.

Other strategies used to support behaviour:

- Weekly staff meetings with Head of Juniors/Head of Preps to discuss individual pupils
- General Weekly Staff Briefing to discuss pupils who need additional support
- Communicating with Parents
- Telling pupils what you want them to do, rather than what they are doing wrong
- Active Listening - acceptance, but not always agreement
- Emotional Support or SEND may be explored if behaviour continues to remain a concern.
- In Pre-School and Preps an ABCC chart might be used to identify behaviour patterns (see Appendix 7)

Logging incidents

Any behaviour incidents requiring a member of staff to issue a consequence, where the pupil has not changed their behaviour after a verbal warning, should be logged on CPOMS.

Subsequent events involving that pupil should be recorded on CPOMS allowing the identification of any patterns of behaviour.

If the behaviour/incident is deemed, in the professional judgement of the member of staff, to have an impact on the wellbeing of another pupil, then the member of staff should log it on CPOMS. The Form Teacher and/or Head of Department will talk to all pupils involved at separate times to ascertain what happened. If necessary they may also talk to other pupils who witnessed the incident. The actions, including what was said should be summarised and in some cases, parents may be informed.

If the behaviour reaches the threshold of harm and is deemed to be a safeguarding concern, then it should be recorded on CPOMS and the Safeguarding Team will follow the steps outlined in the Safeguarding and Pupil Protection Policy.

Restorative Conversations

Restorative conversations (see example in Appendix 3) take slightly different approaches dependent on the level of negative behaviour to ensure pupils are supported in improving their behaviour and make better choices. These are categorised as low level, moderate level or serious level. See Appendix 4 for the procedure for each level.

Following a one-off incident which is deemed to reach the threshold of serious behaviour, staff are to use a restorative conversation and engage with the pupil once they are calm. The conversation is always collaborative and promotes reflective thinking in our pupils. The adult should remain calm and assertive and look to help the pupil regulate, relate and repair the damage done. The goal is for the pupil to reach their own understanding about why they behaved in the way they did and the consequences of their behaviour.

For serious negative behaviour which causes harm, puts pupils at risk, is discriminatory, is bullying, has the potential to bring the College into disrepute or is deemed by the Head as damaging to the school's ethos, a pupil may be called into a restorative conversation with the Head of Department immediately (see Appendix 3 for procedure).

The Head may at their discretion (internally or externally) suspend a pupil from the school if the Head considers that the pupil's conduct or behaviour (including behaviour or conduct outside school) is unsatisfactory and the suspension is in the school's best interests or those of the pupil or other pupils. The Head will have discretion to act as needed in each disciplinary process, and in assigning sanctions. In every case, the Head will seek to find the best resolution for the pupils.

Exclusions

In very rare instances, the Head can decide to exclude a pupil on disciplinary grounds in response to:

- 1) a serious breach or persistent breaches of this policy,
- 2) where allowing a pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is a rare and serious measure, used in response to persistent or significant breaches of the Expectations policy. It is considered only after a thorough investigation and consultation with the Head. The behaviour of a pupil outside of school can also be considered ground for an exclusion. The school prioritises working collaboratively with families to avoid permanent exclusions where possible. Parents unhappy with a decision to exclude their pupil should follow the school's Complaints Policy.

Appendices including procedural guidelines:

Appendix 1	Procedural guidelines for dealing with discrimination against a protected characteristics
Appendix 2	Procedural guidelines for Classroom Management
Appendix 3	Procedure for Restorative Conversation
Appendix 4	Procedure for Behaviour and Consequences
Appendix 5	Procedural guidelines to support our expectations of behaviour throughout the school day
Appendix 6	Procedures for Lunchtime supervisors
Appendix 7	Example of ABCC Chart
Appendix 8	Example of Individual Behaviour Plan
Appendix 9	Example of an Engagement Plan
Appendix 10	The Decider Life Skills

Appendix 1

Procedural Guidelines for Dealing with Discrimination against a Protected Characteristic

The following guidelines are for the whole of Melrose (including EYFS) and are designed to aid staff members in dealing with discriminatory behaviour which occurs between pupils, between staff, and between staff and pupils. This also includes parent volunteers and activity providers.

Immediate Action

Treat the issue seriously - remember that someone's perception is their reality at the time and that incidents should not be dismissed and/or ignored.

Respond immediately - acknowledge that the incident has happened, express disapproval for discriminatory behaviour and offer support to the target of the incident.

Reinforce the school's position on discrimination and prejudice.

Focus on the behaviour, rather than the person, making sure that they know that the behaviour is not acceptable, and ensure that witnesses know what behaviour is not acceptable and the reasons why.

Investigation

Inform the Head of Department, and take advice on who should inform parents/carers.

Ensure that all those involved are listened to and are given the opportunity separately to fully explain the incident, ensuring privacy for discussion, and using a calm and non-confrontational approach.

Approach witnesses for written statements to inform the investigation.

Ensure that all parties understand what is being done to address the incident and the reasons behind this.

Ensure that the discrimination is dealt with - this requires an ability to explain why the incident was discriminatory if the investigation proves it to be. If the incident is proven not to be discriminatory, ensure that the reasons why are explained to all parties involved.

Ensure that actions taken are in line with the relevant policies in place at the College including the recording of the incident.

Longer Term Response

Agree follow up meetings with those involved after an agreed time period, for example, one or two weeks, to inform them of further actions taken and provide opportunities for additional support if required.

Give those involved an opportunity to take responsibility for their actions and to take action to try to repair any harm that they have caused.

Share incident monitoring reports with staff to ensure relevant discussion and development of good practice, to include training, as necessary.

Provide curriculum opportunities for (all) pupils to develop their understanding of prejudice and discrimination.

Work with other agencies and the community to develop good relations within the school.

Reinforce the College's position on equality and diversity.

Parents have a right to refer cases to the police and all parties have a right to appeal to the Governing Body.

Appendix 2

Procedural guidelines for Classroom Management

In most cases, the adult will initially warn the pupil that their behaviour is not appropriate with a non-verbal/verbal reminder. This should help the pupil become more aware of their actions and change their behaviour in the moment. This may include:

- use of eye contact, gestures or other non-verbal communication to redirect a pupil or refresh their engagement.
- pause within instruction to redirect attention.
- use of a pupil's name to refocus them.
- circulating round the room and using proximity to redirect attention.
- recap of instructions.
- countdown - 'you have four more minutes.'
- whole class recap of learning objectives.
- a discreet 'drive by' a pupil to have a quick refresh, refocus or reminder about behaviour expectations.
- telling pupils what you expect to see - 'I need you to walk inside'.

If the behaviour does not change or improve, then the adult will move to a verbal warning which is more explicit and reiterates that the behaviour is not acceptable. The verbal warning may consist of:

- An explicit, scripted response linked to the rule - 'You should be listening when one of your classmates is presenting to the class'.
- Creating an opportunity for the pupil to make the right choice and to redress their behaviour.
- A visible and discreet reminder may be given to the pupil at this point to emphasise that they have a choice in the consequence - 'You can complete the work/learning now, or you can come back to complete the task over break'.

Additional Information:

Confiscation – mobile phones, jewellery etc. which are confiscated must be made available to the pupil at the end of the day on which it was confiscated.

Appendix 3

Procedure for Restorative Conversation

Once the pupil is calm, you should ask the following three questions:

1. Can you tell me what happened? (the child begins to reflect)
2. Who was affected by what happened? (the child begins to empathise)
3. What can we do to put things right? (the child takes responsibility but knows you are there to support the process)

If you are feeling more confident and have a deeper connection with the pupil, you should ask the following seven questions:

1. Can you tell me what happened?
2. What were you thinking at the time?
3. What are you thinking about now?
4. How did it make you feel?
5. Who else has been affected by what happened?
6. What has been the hardest thing for you?
7. What do we need to do to put things right?

Remember to be calm and assertive, not angry or judgemental. Always listen actively and accept, rather than agree with what the child is saying. You should make notes to help you and the child commit to the next steps, and these notes can be shared with the child, parents and relevant staff.

Appendix 4

Procedure for Behaviour and Consequences

The following table should be used to help staff with their logical and restorative responses for behaviour which falls short of our expectations. Please note, that this is not an exhaustive list and we expect staff to exercise discretion. Ignoring poor behaviour is not an option, but the response must be appropriate and take into account the individual child and always seek to educate them.

<u>Low Level</u>	
Types of Behaviour	Types of Response
Fidgeting/ fiddling Being noisy Failing to keep on task Walking around the classroom without permission Time-wasting Not having the correct uniform No PE kit Running in corridors Pushing in line Borrowing without permission Leaving the learning area untidy Coming unprepared for learning Leaving their cloakroom space untidy	Non Verbal communication Verbal check Withdrawing attention Redirecting Praise those who are living up to standards Related sanction, e.g. clean up mess, or repeat activity Time out Miss out on an activity Warning Letter of apology Tidy up during break time Community service
<p>First response should be curiosity about what has led to the behaviour. Behaviour should be dealt with by the staff member who has witnessed it. A restorative conversation may take place particularly if low level behaviour is persistent. Any persistence of Low Level behaviours would move into the Moderate Level.</p>	

<u>Moderate Level</u>	
Types of Behaviour	Types of Response
Consistently shouting out Poor effort Distracting others Poor punctuality Walking out of class Hurting others Being rude Fighting Stealing Bad language Interfering with property belonging to others Disrespect Refusal to cooperate Damage to property Telling lies Having a mobile device in school without permission Breach of Acceptable Use for IT	Informal separation from rest of form to complete learning Time out to calm down Reflective piece of writing Loss of privileges Referred to Head of Department and/or Deputy Head Community service Restorative action based on school Values Phone Call with parents Reimbursement may be required for damaged property

Repeated incidents of any Moderate behaviours result in the Head of Department and/or Deputy Head being involved and parents are likely to be informed.

The Head of Learning Support may also be involved.

The following procedure should be followed:

- The Form Teacher and/or Head of Department investigate the incident.
- A restorative conversation with the Form Teacher, the Head of Department and the pupil.
- The pupils parents telephoned by the Form Teacher to discuss the negative behaviour, with an explanation of College Expectations and the steps that have been taken thus far. If other pupils are involved parents are informed that there will be further investigation (if they have not had the opportunity to investigate yet).
- If necessary, the Form Teacher and/or Head of Department investigate the incident further. If other pupils are involved, they will talk to all pupils involved at separate times to ascertain what happened. If necessary they may also talk to other pupils who witnessed the incident. The actions, including what was said should be summarised and in some cases, parents may be informed.
- Appropriate consequences for the negative behaviour choice are decided upon by the Form Teacher and the Head of Department and they meet to discuss with the pupil
- The Head of Department informs any relevant staff of any actions they need to take or be aware of.
- A comprehensive record of the behaviour, investigation and actions taken should be documented on CPOMS.

Continual behaviour at this level will require additional Support, which may include the following:

Individual Behaviour Plan - this plan is used to create a number of SMART targets for the pupil. It also incorporates a number of strategies that can be implemented to help the pupil to make better choices. All adults involved with the pupil in school and parents are consulted on this plan. A review date is put in place at which time progress can be discussed.

Engagement Report - if a pupil's behaviour remains a concern over a period of time and they need further support, the Form Teacher and the Head of Department may decide to issue the pupil with an Engagement Report. This is a small card which the pupil carries around with them to focus their efforts and is signed by teachers and parents.

Serious Level	
Types of Behaviour	Types of Response
Assault Vandalism Serious physical/verbal threats Violent outbursts, verbal or physical, to pupils or adults Carrying or using drugs Leaving school without permission Sexualised behaviour or language Discrimination - particularly against protected characteristics Bullying (including cyberbullying) Bringing the school into disrepute	Involve parents Meeting with pupil, parents, Head of Department and/or Head Outside agency Head and Deputy Head involved Phone Call with parents Withdrawal of privilege Removal from extra-curricular /co-curricular, off-site visits Unable to represent the school
Parents are always involved, and a longer investigation by the Head of Department and/or the Deputy Head is necessary. The Head will be informed.	

- The Form Teacher, Head of Department and Deputy Head investigate the incident.
- A restorative conversation with the Deputy Head and the pupil.
- The pupils parents telephoned by the Deputy Head to discuss the negative behaviour, with an explanation of College Expectations and the steps that have been taken thus far. If other pupils are involved parents are informed that there will be further investigation (if they have not had the opportunity to investigate yet).
- If necessary, the Deputy Head will investigate the incident further. If other pupils are involved, they will talk to all pupils involved at separate times to ascertain what happened. If necessary, they may also talk to other pupils who witnessed the incident. The actions, including what was said should be summarised and in some cases, parents may be informed.
- The Deputy Head will report back to the Head Teacher and decide the course of action.
- This may result in the Head, Deputy Head and the parents and the pupil (if appropriate age) meeting to give the pupil a chance to reflect on their actions and repair the damage caused.
- The Head may at their discretion (internally or externally) suspend a pupil from the school if the Head considers that the pupil's conduct or behaviour (including behaviour or conduct outside school) is unsatisfactory and the suspension is in the school's best interests or those of the pupil or other pupils. The Head will have discretion to act as needed in each disciplinary process, and in assigning sanctions. In every case, the Head will seek to find the best resolution for the children.
- The Deputy Head informs any relevant staff of any actions they need to take or be aware of.
- A comprehensive record of the behaviour, investigation and actions taken should be documented on CPOMS.

If an incident occurs which puts a pupil at immediate risk the teacher should go to or send for the nearest member of the Senior Leadership Team to deal with the situation.

Appendix 5

Procedural guidelines to support our expectations of behaviour throughout the school day

Before School

The teacher on duty will allow pupils in and will supervise them in the hall. Classes go to their classrooms from 8.25am, ready for registration at 8.35am.

Corridors, Cloakrooms and Stairs

Quiet, orderly behaviour in the corridors and cloakrooms is encouraged at all times.

Pupils and colleagues should move quietly around the school.

Pupils should walk in corridors and up and downstairs in single file, on the left hand side, in a quiet orderly fashion, observing the one way system as appropriate.

Assembly

Pupils are encouraged to move into Assembly calmly, they may engage in quiet conversations with their neighbours whilst waiting for the assembly to start. On occasions when a mindfulness activity is planned, pupils should enter in silence. Colleagues should role model these expectations.

Classrooms

- Pupils are not allowed to write on whiteboards or smartboards unless the teacher is present and has given permission.
- Pupils are not allowed to open windows unless supervised by an adult.
- Pupils are not allowed mobile phones or personal iPads / devices in class. Phones may be left in the school office for safe keeping during the day.

Break & Lunch Times

- At playtime one blow on the whistle means stand still and listen to the member of staff's instructions.
- Pupils should play safely where they can be seen by a teacher.
- Pupils are not allowed to play on the banks, swing on the trees or stand on the benches in the playgrounds.
- At break pupils go outside, immediately, weather permitting.
- Any pupils wishing to re-enter the building must request permission from and report back to the member of staff on duty.

Off Site Behaviour

It is expected that Melrose pupils will maintain expected behaviour levels whilst on a school visit and when walking to or from school.

Behaviour of Parents

All parents are expected to display appropriate levels of conduct whilst on school property and in other forms of communication. In the event of a parent displaying misconduct on school property the Principal will notify the parent with a written warning about the behaviour.

P.E. Changing

P.E. changing is supervised by P.E. colleagues or form teachers. This should be done quickly and quietly.

End of Day

- All pupils should sign out from the member of staff on duty at the end of the day.
- All Pre-School and Prep pupils are signed out from their classrooms.
- Junior pupils are required to wait outside the Junior cloakroom, with their form teacher until a parent/guardian is on site to collect them. If the weather is inclement, this may take place in the hall.

After School

- Playground equipment should not be used after school. If parents choose to allow their children to use the equipment, it is at their own discretion and risk, and they are responsible for their child's safety.

Appendix 6

Procedures for Lunchtime Supervision

Lunch time colleagues play a key role in modelling and supporting interactions. Colleagues should encourage pupils by using The Golden Rules, Decider Skills and the Melrose Mindsets to underpin positive behaviours and actively engage with pupils.

General Information

- At lunchtime all pupils will go outside, weather permitting.
- A first aid bag will be taken to the Junior Playground, the Prep first aid bag is easily accessible in the Middle Prep cloakroom area.
- One blow on the whistle means stand still and listen to the member of staff's instructions.
- Pupils should play safely where they can be seen by a member of staff.
- Pupils are not allowed to play on the banks or behind the sheds, swing on the trees or stand on the benches in the playgrounds or go behind cars parked in the tarmac area of the Junior playground.
- Any pupils wishing to re-enter the building must request permission, be crossed over if on the Junior playground and report back to the member of staff on duty on their return.
- There is a lunch time clubs rota with details of lunch time activities.
- Pupils should be encouraged make good behaviour choices at all times. Inappropriate language should be discouraged.
- In case of a fire alert or fire drill, a member of SLT will take the fire registers with them as they leave the building.
- If any pupils leave school or arrive at school during the lunch break, they should sign in or out at the Melrose office.
- All lunchtime supervisors must be aware of allergies or other relevant medical information.
- Any accidents or bumps, particularly those involving head injuries must be reported to the Lunch Time Co-ordinator or form teacher where appropriate and procedures as stated in the First Aid Policy should be followed.
- Any accidents happening at the end of lunchtime should be reported directly to the form teacher.
- Accidents requiring First Aid should be recorded on an accident report form which can be found on the board in the staff room or in Middle Prep area. When complete, these forms should then be given to the Head Teacher.
- Important day to day information is shared via the Lunch Time Co-ordinator

Lunch

- Good table manners are encouraged at all times. This applies equally inside or outside the Core, the Hall or in the garden.
- Relaxed social interaction is encouraged.
- Pupils should be gently encouraged to eat their lunch but never forced.
- If a pupil does not eat her lunch or frequently leaves food, the form teacher should be informed quietly by the lunchtime supervisor and they will decide what action, if any, to take.
- Pupils should not talk and eat at the same time.
- Only water is allowed at lunchtime. Fruit juice, squash or hot drinks are not allowed. Pupils drink from their water bottles at lunch time.
- Water bottles are allowed in the playground but pupils should not drink water from them whilst moving around.
- If there are items in lunch boxes which cause concern then the supervisors should report this to the form teacher who will raise the matter at a staff or co-ordination meeting.
- Any negative behaviour choices should be resolved as per the Expectations Policy.
- Colleagues should always aim to lead by example.
- Lunchtime supervisors can reward positive behaviour choices with stickers for Preps and House Points for Juniors. In accordance with school policy these should only be positive and never punitive, therefore House Points and stickers should not be taken away.
- If a pupil's behaviour choices do not meet expectations at lunch time and the behaviour doesn't improve this should be reported to the Lunch Time Co-ordinator in the first instance who will then record it on CPOMS and inform the form teacher.

Supervising grounds at Lunchtime

- The Lunch Time Co-ordinator will supervise between the two playgrounds and inside the building, where necessary, on a regular basis each day.
- Colleagues in the Junior Playground should ensure that all areas are patrolled regularly. Possibly one patrolling the Trim Trail and the other playground and front lawn.
- Colleagues in the Prep Garden should regularly patrol the climbing frame, the fallen tree, other equipment and the woods.
- If any minor hazards are encountered, then a note should be written in the Caretaker's book at the bottom of the main staircase. For a more significant hazard, a hazard form must be completed and handed to a member of the Senior Leadership Team or to the Melrose Office.

Fire Drills and Procedures in case of Fire

- Fire Drill, detailed in the Health and Safety Policy, must be followed.

In accordance with other policies relating to all colleagues

- Lunch time supervisors are requested to have their mobile phones with them whilst on duty with their volume on and a walkie talkie from the Melrose staffroom. This is to facilitate communication across the site and first aid support if needed.
- The Melrose Dress Code should be adhered to. Colleagues should be smartly dressed in sensible clothing and footwear for the outdoors.

An ABCC (**antecedent, behaviour, consequence, communication**) chart is used for a specified period of time and can determine if there is a pattern to worrying behaviour. Having investigated the results of the ABCC chart, if necessary, a plan of action can be developed in the form of an Individual Behaviour Plan.

Name:

Form Teacher:

Date and Time <i>Log both date and time to see if a pattern of behaviour is determined by the time of day, lesson etc. Is it before lunch?</i>	Antecedent <i>What was the trigger that caused the child to behave in that way? Was it environmental? Physiological? Has the child been sitting for a long time Have they eaten or are they hungry? In need of a drink? Provocation from another child?</i>	Behaviour <i>What exactly did the child do?</i>	Communication <i>What exactly was said to the child after the behaviour? Is the same thing said each time? Does the behaviour happen to elicit this response?</i>	Consequence <i>What was the consequence of the behaviour? Does the consequence change? Does it have an impact? Does the behaviour happen to elicit this response?</i>

Appendix 8



Individual Behaviour Plan

Name of pupil:

Form Teacher:

Target Behaviours: •	Warning signs of inappropriate behaviour: •	Known triggers of inappropriate behaviour: •	Rewards for positive behaviour (specific to pupil) •
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Behaviour to be targeted	Proactive Strategies	Members of staff responsible	Start date	Review date	Review outcome
	•				
	•				
	•				
	•				

Prepared by _____ (signature) _____ (date)

Appendix 9



Juniors Engagement Report

Name:

Form:

Teachers – Please can you sign and grade the pupil on their engagement in your lesson.
Exceptional 9-10, Exceeding 7-8, Expected 5-6, Emerging 3-4, Evolving 1-2.

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1					
Lesson 2					
Lesson 3					
Lesson 4					
Lesson 5					
Lesson 6					
Lesson 7					
Lesson 8					
Lesson 9					
Clubs					
Parent signature					
Form Teacher signature					

Appendix 10

The Decider Life Skills

