



Positive Behaviour Policy

Aims:

We believe:

- All children should achieve their full potential
- Everyone has rights and responsibilities; everyone should be respected and valued.
- School should be a happy, safe, stimulating and inspirational place, where self-esteem is nurtured, successes are celebrated and people are not scared to make mistakes.
- Learning opportunities should be rich, broad, balanced and varied, providing support and challenge for everyone.
- Strong relationships with Parents/Carers and the local community will help us achieve this.

Our Behaviour Policy should:

- Be supported and followed by the whole school community -based on a sense of community and shared values.
- Foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment, ensuring children can learn effectively in a calm and orderly environment.
- Reinforce good behaviour by providing a range of rewards rather than simply sanction misbehaviour.
- Make clear the distinction between minor and serious incidents and deal with them appropriately to age and situation
- Support children to resolve problems in a caring and sympathetic manner
- Identify children who need additional behavioural support.
- Be used alongside our values, golden threads, and the PSHE curriculum to teach moral values, attitudes and citizenship.

Principles and Values:

Children learn best when they know where they stand, when they feel safe and when they feel valued as members of the community.

Our systems of positive behaviour management and our school rules reflect our belief that everyone can make choices about their behaviour and that everyone can learn different ways of behaving. We believe that children need praise and encouragement to succeed and we acknowledge and reward behaviour that reflects sensible choices and allows learning to take place. We reward behaviour which supports our belief that everyone is entitled to care, courtesy and consideration. We teach children about rights and responsibilities.

Pupils are encouraged to exhibit good behaviour; this is reinforced with a combination of reminders of what good behaviour should be, praise, rewards and consequences if these are not followed. We want our children to invest in this behaviour policy and through it to learn how to invest in their future.

Our policy is built around the 5 Melbury Rules

We will always try to:

- Do as we are asked the first time
- Be kind and friendly
- Look after our school
- Do our very best
- Listen and work sensibly

These rules apply to all children in all parts of the school site for all adults and children. The foundation stage has separate age-appropriate consequences and rewards which follows the same principles.

Review July 2027



How we reward good behaviour:

If children in Year 1-6 follow the school rules, they receive a **MELBURY MERIT** at the end of the day. There is the chance to earn rewards leading to a half-yearly prize.

20 Melbury merits – certificate and text to parents

40 Melbury merits – certificate, pencil and text to parents

65 Melbury merits – dip in the box, certificate and text to parents

80 Melbury merits – drink and biscuit with the head or deputy, certificate and text to parents

90 Melbury merits - £5 voucher, certificate and text to parents

The reward system runs for half a year. Then it begins again. Children therefore have the ability to be able to earn £10 over the school year if they invest in good behaviour and attitudes. If they haven't achieved it for the first half of the year, they have the chance to try again in the second half. Once the next target date has been met, the ability to earn previous targets stops. For example, once the date for 40 merits comes round, all previous targets end so no one would get a certificate for 20 merits etc. Children only have one chance at earning 90 merits as once that day has passed, we start all over again.

Staff need to record Melbury merits on the server and it is monitored by senior leaders.

How do children know how well they are doing?

Extra special work, effort or outstanding behaviour can also earn a **CHANCE** card. The reason for the chance card needs to be put on the back where possible. All the chance cards go forward into a weekly prize draw in Achiever's Assembly. At the end of each half term all the chance cards go into a half term draw for a larger prize.

Class rewards

Class teachers may give out whole class rewards. Each class will discuss together what that reward may be.

Achievers Assembly

Achievement is celebrated on Fridays in assembly. Two children from each class in Years 1-6 are chosen for one particular achievement during the week. Parents are invited.

Gold Star

At the end of each half term, two children in each class receive a Gold Star Achievers award. This is for consistent achievement and behaviour over the half term. Parents are invited to this assembly.

Going for gold

Children who demonstrate an outstanding moment of behaviour or effort may earn the right to 'shoot to gold' for the day. These children will elevate from green to the gold on our traffic light system in recognition of their exceptional achievement/behaviour



Consequences for inappropriate or misbehaviour:

We will challenge all individuals who, by making poor behaviour choices, inhibit the well-being and learning of themselves and others. We believe that everyone is accountable for the consequences of their choices. We also realise that everyone makes mistakes and that these should be learning opportunities to improve for the future. Consequences and expectations should be appropriate to the child's age and understanding.

We believe that every day is a fresh start but if a child chooses to misbehave and break the school rules, consequences will follow, becoming progressively more serious using our traffic light system.

Consequences should **never be punitive** but rather a time for reflection in order to change behaviour in the future. Loss of PE or swimming should not be used as a consequence unless it is a health and safety issue.

All inappropriate behaviour in school is recorded. Loss of playtime/lunchtime is recorded in the 'Playtime Book' on the server and this information is monitored, analysed half termly and referrals made to SENCO where necessary.

Serious incidents should be reported to the head or deputy. In some cases this may result in time out of class, internal exclusion, fixed term suspension or in extreme cases permanent exclusion. Specific forms should be filled in. This could be:

- Sustained disruption to the learning of others
- Sustained damage to school property
- Deliberately hurting staff or pupils

Bullying:

The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-Bullying Policy). Bullying incidents are recorded in a separate log.

Hate Crime and Racism Logs:

Incidents which have a derogatory connotation such as homophobia or misogyny, gender etc. are recorded. Racist incidents are recorded separately. We will always talk to children about this behaviour and educate them to understand we must be tolerant of differences.

Extra Support:

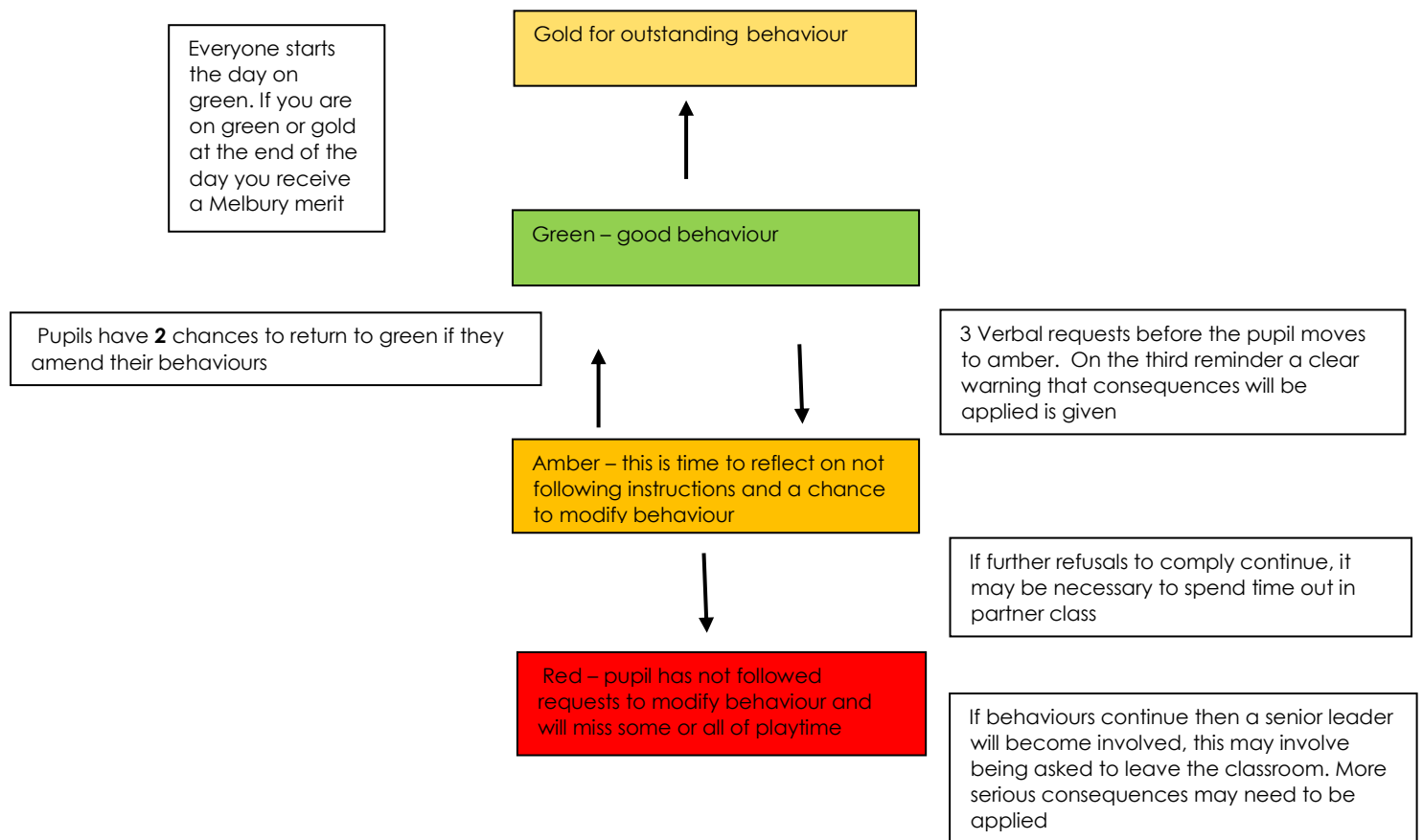
Children may need extra support to manage their behaviour and emotions at some point in their school life. This will always be done with parental consent and discussion. This could include referral to agencies such as MHST for counselling or specific support, or it could be an intervention delivered by school to support behaviours, emotions or self-esteem. In some cases, we may need to refer to the Nottingham City Include service for support where issues are more extreme and we need external support. Sometimes this may result in children needing to have individual behaviour plans rather than following our whole school policy. See also our SEND policy.



The traffic light system:

We run a traffic light system. Children all start the day on green. Consistently good behaviour may earn the right to shoot to gold for the day.

Staff will always be clear with students about the expectations in their classrooms and following the school rules so that everyone can learn. They will always ask up to **3** times for the pupils to comply with requests. If this does not happen then consequences are applied.



Depending upon the severity of the incident it may be more appropriate for the child to go straight to a specific consequence. This is at the discretion of the class teacher or senior leading dealing with the situation and will be logged.

All children are recognised as individuals with their own specific needs. Some elements of discretion in applying this policy may be needed and will be left to teacher knowledge of the specific child.

Lunchtime Supervision:

The school rules apply at lunchtime and are consistently referred to by all lunchtime staff. Any minor incidents of inappropriate behaviour are dealt with by the Midday Supervisors. This may mean children having up to 10 minutes time out. More serious incidents are dealt with by a senior leader and may involve missing some lunch play the next day.

Visits and residential:

It is expected that all children will follow the Behaviour Policy including times when they are out of school on a trip either as part of the curriculum or a sporting event. Risk Assessments will be carried out if the behaviour of individual children poses a Health and Safety risk to themselves, others or staff on a trip.

**Internal suspensions:**

Internal suspensions will be organised for children whose behaviour is causing constant and consistent disruption to the learning of other pupils in their class and where their behaviour has deteriorated to the point that they are no longer responding to their teacher. In this case they will be removed from their class and will spend the day with a member of staff, completing work set by the class teacher. During the day they will have no contact with any of the other pupils in school. This should be used as a final solution and be an SLT decision as it is resource heavy and detracts from support other pupils would receive.

De-escalation and Positive Handling:

In all cases of serious behaviour, staff will use communication skills in speaking directly to the individuals involved to de-escalate the situation. If this fails and there is evidence that there is an imminent risk of injury to themselves or others, damage to property, or behaviour compromising the safety or significant disruption to the learning of others, then teachers may call for trained staff to assist with positive handling in line with current government guidelines. This is always recorded by handlers and forms passed to the deputy head teacher. If needed, a handling policy is written and discussed with parents/carers. Individual education plans are reviewed, and a risk assessment written.

Fixed Term suspensions:

The head teacher issues fixed term suspensions when there has been an extreme case of misbehaviour and after a full investigation of all the evidence.

Permanent Exclusions:

This is an absolute last resort when all other strategies have been exhausted. There is an appeal process. The local authority then take responsibility for the education of the child until the correct provision can be found for them

Leaving School without permission:

Staff should never run or chase after a child who leaves the premises without permission, as this is likely to exacerbate the situation. The head teacher and/or the school office should be informed as soon as possible. Any available member of staff will then search the premises for the child. If he/she is found the staff member should try to talk to the child into coming back into school and escort the child to a quiet place or calming room to discuss the incident. If this fails or the child leaves the premises the parents should be informed immediately. When the child returns to school, a parent should accompany them to meet the head teacher. The dangerous and serious nature of this behaviour must be emphasised to the child and parents. Each incident will be treated individually however in some cases leaving the school site could be grounds for a fixed term suspension.

Confiscation:

- Children will be asked to give to their teachers any property brought to school which:
- Poses a threat to others
- Is against the school rules (includes mobile phones)
- Poses a health and safety threat
- Is counter to the ethos of the school
- Any items which are illegal for them to have in their possession

Confiscated items are recorded and stored in the school office for security reasons until the end of the day. Items will not always be returned directly to children, instead parents will be asked to come to the school office to sign for and collect the property. If it is suspected that a child has brought a weapon into school the head teacher has the legal power to search for the weapon for the health and safety of the rest of the pupils within the school. If it is suspected that a child has illegal drugs or stolen property in their possession the head teacher will notify the police.

**Parents:**

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of incidents of misbehaviour.

We will let you know by text when your child is doing well and has achieved a number of Melbury merits. We may also contact parents by telephone, letter or home visit to discuss a child's attitude, behaviour or work. Parents can help by recognising that an effective School Behaviour Policy requires close cooperation between parents, teachers and children.

Parents should discuss the school rules with their child, emphasising their support for the rules. Parents can show their support through regular attendance at Parents' Evenings, parent meetings and special assemblies to which parents are invited and by developing contact with their child's class teacher. School expects all adults to act in a responsible and appropriate way while on the school site.

Equal Opportunities:

Staff will show sensitivity to aspects of racial difference, gender, disability, safeguarding and ability at all times in using this policy.

Monitoring and Review:

The effectiveness of this policy is reviewed on a regular basis and reports are made regularly to the Governing Body.

This policy is reviewed annually

See also:

- Home-school agreement
- Serious incident forms (serious incident, handling, hate crime, racism, bullying)
- Handling policy for individual children
- Anti-bullying policy
- EYFS policy
- SEND policy