BEHAVIOUR AND RELATIONSHIP POLICY 2026 - 2027

Approved by:	Full Governing Board	**Date:** 21/09/2026
Last reviewed on:	01/12/2025	
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Behaviour and relationship policy 2026-2027

Purpose

The purpose of this policy is to clearly set out Melbourne Junior School's approach to managing behaviour within our school community.

The DFE document **Behaviour in Schools 2022** has been used to develop school policy.
https://www.gov.uk/government/publications/behaviour-in-schools--2

This policy can be cross-referenced with:

- KCSIE 2026
- Melbourne Junior School Child Protection and Safeguarding policy 2026-2027
- Melbourne Junior School Anti-bullying policy 2026-2027

Introduction

At Melbourne Junior School, we believe that good behaviour is central to a good education. We want to create an environment where children can learn and feel safe. We aspire to have pupils who are ambitious, feel that they belong in our school and can participate fully in their learning and their school community.

This document has been compiled to assist in the implementation of Melbourne Junior School's policy on supporting behaviour. It has been devised following a commitment by all staff to promote positive behaviour for learning within school.

School Rules

At Melbourne Junior School, we have three school rules. We ask all members of our school community to be:

Safe

Ready

Respectful

We expect all members of our school community to know our three school rules and how these can be seen in positive behaviour around our school.

At the beginning of the school year, all children are explicitly taught our school rules.

Throughout the school year, children are reminded of our school rules.

To ensure consistency, our school rules are embedded in our vocabulary when we talk about behaviour, conduct and relationships.

The role of the adults in school

As a team, we know that all behaviour is a form of communication. We believe that positive relationships between adults and children in school and between school and our families are of vital importance. We aim to continually deepen our understanding of how children's social and emotional development can impact on our pupils' capacity and availability for wider academic learning. We recognise this is core to our work as a school.

The responsibility for establishing and maintaining high standards of behaviour is the responsibility of the Headteacher and leadership team. All adult members of the school community are responsible for creating a positive and safe environment for all children.

All adult members of the school community have a responsibility to reflect on the reasons for poor behaviour.

All adult members of the school community have a responsibility to model positive, safe and consistent behaviour.

All teachers, teaching assistants and adults in school will receive training on our school's behaviour policy as part of their induction. Training for supporting other aspects of behaviour, for example safe handling, will be provided if this is relevant to role, class or specific circumstance.

All adult members of the school community have a responsibility to support children to display positive behaviour and to keep our school rules. Class teachers, teaching assistants and other members of staff will seek to build positive and nurturing relationships with all children. In addition, the school has a trained ELSA (emotional support assistant) available to work on a 1:1 basis with children needing support with emotional development, low self-esteem and behaviour difficulties.

Encouraging positive behaviour

We believe that children behave best when they feel good about themselves and others; when they have good models to follow and, when they feel valued.

We aim to recognise positive behaviour to reinforce our school rules and high expectations. Teachers, teaching assistant and other staff will:

Praise and recognise good behaviour, kindness, effort and doing what is expected.

Use language that clearly reinforces our three school rules: Safe, Ready, Respectful.

Use positive language to guide children towards what is expected of them.

Use positive reinforcements such as stickers, dojos and public recognition (certificate assemblies and awards) to celebrate children's positive contributions.

If our school rules are broken

If our three school rules of Safe, Ready and Respectful are broken and when behaviour does not meet our high expectations teachers, teaching assistants and other staff will:

Respond promptly and predictably.

Clearly communicate to the child or children what is expected of them and why their behaviour has not met our three school rules.

Use clear and positive language to support children to consider their behaviour and make a change for the better.

Ensure that reprimand is private and is not intended to humiliate.

Staff will not:

Use publicly displayed behaviour charts.

Publicly humiliate a child who has behaved inappropriately.

If inappropriate behaviour persists

If behaviour does not improve, if it causes harm to others or disrupts the learning of other children, teachers, teaching assistants and other staff will:

Communicate details of inappropriate behaviour to the Headteacher or Deputy Headteacher.

Ensure that reprimand is private and is not intended to humiliate.

Seek to understand what may be causing the persistent poor behaviour, for example, SEND, social, emotional or mental health difficulties, family difficulties.

Seek to follow a restorative approach using an agreed script to help children reflect on their behaviour and the consequences of their behaviour or its impact on others. This ensures a consistent approach.

Children will be expected to apologise when their behaviour hurts someone else or damages property.

Class teachers may choose an age- appropriate sanction such as removing a privilege, removal from part of lesson, or missing part of a break time.

Class teachers will communicate repeated poor behaviour to parents via a phone call or face to face meeting.

Recording inappropriate behaviour

Poor behaviour, behaviour that is disruptive or behaviour that is harmful to others will be logged on ‘My Concern’.

If behaviour does not improve

If behaviour does not improve, or becomes persistent, disruptive and harmful to others, the Headteacher will become involved with any steps taken to support the child to improve their behaviour. The headteacher may choose to use a range of strategies to support the child or children to bring about a change in their behaviour. These may include:

Meetings with parents.

Regular reviews of behaviour with the child and class teacher.

Providing additional support in the form of increased supervision in the classroom or during breaktimes.

Restriction of privileges such as playtimes or participation in activities.

Time spent out of the classroom to complete work.

The implementation of a behaviour plan.

The advice of other agencies such as The Behaviour support service or The Educational Psychology Service will be sought with the agreement of parents.

If behaviour remains a significant cause for concern:

If behaviour is still a significant cause for concern, the Headteacher may deem it appropriate to use internal exclusions or fixed term exclusions. Permanent exclusion may be considered as a last resort.
If advice has not been sought from other professionals, referral can be actioned at this point.
Referrals may also be made to CAMHS or other relevant agencies.
Parents will be invited to discuss the child's behaviour with the Headteacher and senior governor.

What happens if your child is excluded:

You will be informed by telephone and, where possible, you will be asked to collect your child from school. You will be given the reason for the exclusion. The terms of the exclusion will be provided within 1 school day in order that all the information about the circumstance can be considered by the Headteacher before a decision is made. This will be followed up in writing. You should also be told how to challenge the exclusion, if you want to.

Risk of prosecution if child is found in public place:

For the first 5 school days of an exclusion, it's your responsibility to make sure your child isn't in a public place during normal school hours unless there is a good reason. You might be prosecuted if your child is found in a public place when they're not supposed to be. Child Law Advice has more information on what happens when a child is excluded.

Alternative education and exclusion:

The school will inform you of alternative education arranged. It's your responsibility to make sure your child attends.

Occasional serious behaviour

There may be occasional acts of very serious behaviour which precludes any of the other sanctions. This is likely to involve hurting another child, assaulting a member of staff, defiance etc.
This will be reported to the Headteacher immediately with as much information as possible.
The HT will decide on consequences and sanctions on these occasions but may include break/lunch time detention/s or in more serious cases, exclusions.
Parents will be informed and monitoring, and review set up with them.

Children with SEND:

We aim to create an inclusive and nurturing environment in which all children can achieve their full potential, regardless of additional needs or challenging circumstances. We recognise that some behaviours are more likely to be associated with particular types of SEND. We also aim to consistently and fairly promote high standards of behaviour for all our pupils.

We understand that behaviour must be considered in relation to a pupil's SEND, but it does not follow that every incident of inappropriate behaviour will be connected to their SEND.

Teachers, teaching assistants and other adults in school should, as far as possible, anticipate likely triggers of behaviour and put in place support to prevent or mitigate these.

If a sanction is required, teachers, teaching assistants and other adults will consider whether any reasonable adjustments need to be made in response to any SEND a child may have.

It is the responsibility of the Headteacher, leadership team and SENCO to ensure that all adults in school are aware of SEND that may impact on a child's behaviour in school and to ensure individual needs are met in order to support children to keep our three school rules.

Child-on-child sexual violence and sexual assessment

Following any report of child-on-child sexual violence or sexual harassment offline or online, staff will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis.

We are clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be

sanctioned. All staff will be briefed on the importance of challenging all inappropriate language and behaviour between pupils. As a school, we will refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

Behaviour incidents online

As a school, we believe that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity, keeping our three school rules.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises; parents are responsible for this behaviour. However, as a school we may choose to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the school community.

Suspected criminal behaviour

If a member of staff suspects that children may be involved in criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and we will make every effort to preserve any relevant evidence.

When a report is made to the police, it may also be necessary to make a referral to social care.

Mobile phones

Children are permitted to bring mobile phones to school, but these must be handed in to a member of staff and switched off on arrival.

Appendices

What the Lay allows in behaviour management - Key Points:

Teachers can sanction pupils whose conduct falls below the standard that could be reasonably expected of them.

Staff can issue sanctions anytime pupils are in school or elsewhere under the charge of a member of staff, including school visits.

The decision to sanction a pupil can be made by a paid member of school staff or an unpaid member of staff authorised by the headteacher.

Sanction must not breach any other legislation (for example in respect of equality, special educational needs, or human rights).

The headteacher may limit the power to apply particular sanctions

Corporal punishment is illegal in all circumstances.

Suspension and permanent exclusion:

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Headteachers are trusted to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

Managed moves:

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

Searching, screening and confiscation:

Detailed guidance for schools can be found in Searching, screening and confiscation at school. Headteachers and school staff should read this guidance. School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the

confiscation is proportionate and consider any special circumstances relevant to the case.

Positive Handling:

All school staff have 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 -DfE Advice

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

All school staff have the right to use positive handling to prevent a child injuring themselves or others or damaging property. This includes:

· Breaking up a fight

· Where a pupil is damaging or is about to damage property

· Where a pupil is running down a corridor in a manner that might result in an accident

· Stopping a pupil from hitting someone

· Self-defence.

When there is an immediate risk of injury, staff may need to use physical intervention. When the risk is not so urgent, the teacher should try to deal with the situation through other de-escalation strategies.

Staff will receive training from the Behaviour Support Service in the use of physical intervention when it is anticipated that this may be needed. In Derbyshire Proact-SCIPr training is used.

In cases where positive handling must be used, the Headteacher will be informed immediately and a positive handling record completed. Parents will be informed as soon as possible after the incident. This is in line with the DfE non-statutory advice 'Use of Reasonable Force in Schools' 2012 available at www.education.gov.uk