

Maylandsea Primary School



Positive Behaviour Policy

Updated: Autumn 2025

Review Date: Autumn 2026

Aims

Through promoting positive behaviour, we aim to make Maylandsea Primary school a place where everyone is **Safe, Happy and Healthy** and our pupils have the opportunity to achieve their full potential.

Adult behaviour

- Unconditional positive regard
- Kindness
- Listen
- Recognise and reinforce achievements from all learners at their own levels
- Teach, encourage and recognise positive behaviours in our learners
- Be calm and aim to prevent before sanctions
- Never ignore behaviour whether positive or negative.

Children's behaviour

Children should always be aware of the high standards expected of them and treat each other, adults and their environment with respect at all times.

Parents' behaviour

We expect parents to;

- Be aware that the school has rules and to support them.
- Support the school's decision when applying consequences
- Support the school Rule - Make Great Choices

Key Principles to Sustain Motivation and Positive Behaviour: -

- We build positive relationships
- We establish expectations right from the start
- We have whole school consistent routines that we maintain
- We go 'over and above' to recognise 'over and above' behaviour
- We provide choices and consequences to secure excellent behaviour

School Rule

All pupils are encouraged and supported to follow our school rule at all times. All conversations around behaviour and learning will link with our school rule;

Make Great Choices

- To be respectful to each other, to parents/carers, staff, and the environment inside and outside of school (this involves being polite, considerate, tolerant of others, acknowledging and stopping for adults, making eye contact while speaking or being spoken to, gratitude, cleanliness and tidiness).
- To be ready to learn and make progress (this includes compliant uniform, equipment, attitude and punctuality).
- To be kind by helping others when they are in need or using manners or just being a nice person in general. Treat everyone the best that you can. No matter who they are or how you feel about them, you treat them with fairness and respect.
- To be honest by telling the truth, be real with yourself and others about who you are.
- By going 'over and above' in behaviour and learning

It is very important that all staff recognise pupils who follow our school rule. Staff recognise that all pupils are different and that for some 'catching great moments' and the use of praise supports pupils to make right choice.

Going 'over and above' behaviour

We recognise and reward learners who go 'over and above' our standards. The use of praise in developing a positive atmosphere in the school cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. Expected behaviour is clearly defined and communicated to all students. Great behaviour is valued and the system of positive praise and rewards is used to encourage and motivate students. Rewards and praise will be used as much as possible to reinforce our whole school values and expectations, as well as class rules.

- **Positive Recognition Note** – at the top of the hierarchy of recognition is acknowledgement that communicates positive messages to the child's home. The positive note or phone call home is high-level recognition. It is sincere recognition

for those learners who have gone over and above consistently in the last week or previous series of lessons.

- **Hot chocolate Friday** – Each week teachers and support staff can nominate a pupil who has been seen to be going ‘over and above’ in any area of school life to have Hot Chocolate with the Head teacher.

- **Teacher’s own class-based rewards** – teachers implement their own class-based rewards systems that are appropriate and motivating for their class. They may include but are not limited to: a class prize box, pebbles in a jar, party points, raffle tickets, class dojo points.

- **Recognition board** – a recognition board is the simplest way to shift the culture in the classroom. It doesn’t prevent you from dealing robustly with poor behaviour; it just means you will be dealing with less of it. The advertising of poor behaviour doesn’t help, but routinely advertising the behaviour that you do want does. The focus can be social behaviours or learning behaviours. This will be through using the ELLI animal board. When you catch the children demonstrating ‘over and above’ behaviour, write their name on the board. The recognition board is not intended to shower praise on the individual but to give recognition for positive learning behaviour. Pursue the behaviour you want by reinforcing it enthusiastically.

‘Star of the Week’ Award – children will be nominated for a ‘Star of the Week Award’ for an exemplary display of our core values. Certificates will be given out and celebrated in Celebration Assembly each week.

- **House System** – a house system will be designed and implemented with support from our school council over the current academic year. Points will be awarded for positive recognition of learning and behaviour. A tally of points will be shared in Celebration Assembly. At the end of each term, the house with the highest total will win a special recognition award. Houses will increase the feeling of identity, belonging and encouragement for every learner to do their best.

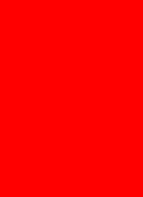
- **Attendance & punctuality awards** – good attendance and punctuality are essential for children’s learning. The class with the best weekly attendance will

be given an attendance trophy at the Celebration Assembly. 97%+ attendance is also rewarded every term.

Ready for Learning

This is a stepped approach to support pupils' self-regulation. The aim is for pupils to 'ready for learning' by making great choices about their learning and behaviour. All adults that teach the class use the same system. All pupils start ready for learning at the beginning of every school day. Adults will use the green, yellow and red face system when children are not following the school rule and wrong choices have been made. The types of behaviours that may be displayed at 'yellow face' and 'red face' stages are recorded on appendix 1.

	Make Great Choices
1 st Verbal warning	Assertive Choice Direction Script Example (Linked TPP) in a calm manner: — (pupils name), I've noticed that you are.....-(identify behaviour) You've chosen to break our school rule of making great choices. If you choose to continue (mention behaviour) then it's a yellow card. If the child changes their behaviour give positive recognition. Thank you — for making the right choice. A yellow face is shown to the child whilst using the script
2 nd verbal warning	If the pupil chooses to positively change their behaviour they are Match Fit for Learning We continue to use Choice Direction Script Linked TPP) in a calm manner. — (pupils name), I've noticed that you are continuing to-(identify behaviour) You've chosen to continue to break our school rule. You now will be missing 5/10 minutes (depending on the behaviour and child) of either break-time/lunchtime/reward time/time outside the classroom (where appropriate). A yellow face is shown to the child whilst using the script
Final warning – sent to SLT	If the pupil chooses to positively change their behaviour, then they re-join their class and catch the pupil making great choices. We continue to use Choice Direction Script Linked TPP) in a calm manner. — (pupils name), I've noticed that you are continuing to-(identify behaviour) You've chosen to continue to break our school rule. You need to spend time with SLT – (depending on the behaviour and child) either missing all morning/afternoon



A red face is shown to the child whilst using the script

When pupils have been sent to SLT, they will use **Restorative Approach** to dealing with incidents and conflict, supporting pupils to resolve incidents through discussion to understand why the incident occurred and to offer solutions

Restorative Approach

The following key questions are used to support Restorative Conversations:-

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who else has been affected by what you did?
- In what ways have they been affected?
- What do you think needs to happen next?
- What will you do different next time?



Additional support

For pupils who continue to have difficulty managing their behaviour, extra support may be required to ensure that effective learning and teaching can take place for all, and to enable these children to participate in the daily school structure.

This may include:

- Regular behaviour target setting (short/long term) above and beyond that done with the whole class
- An individual behaviour chart
- Regular phone-calls or emails between home and school
- Weekly behaviour log

For our pupils who have additional support needs; we have individual strategies and approaches in place to support these pupils to be able to follow our school rules and to engage appropriately with others in school.

The power to discipline beyond the school gate

In line with guidance from the Department of Education disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The headteacher may choose to impose sanctions if a child is reported for bad behaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

Screening and searching pupils

In line with guidance from the Department of Education published in April 2022, the headteacher or an authorised member of staff can search a pupil for any item banned under the school rules, if the pupil agrees. Banned items include knives or weapons, alcohol, illegal drugs and stolen items. The member of staff undertaking the search must be the same sex as the pupil being searched and there must be a witness (also a staff member, ideally the same sex as the pupil being searched). This is more likely to occur in a secondary school, however.

Exclusions

Our aim at Maylandsea Primary is to keep all children fully included, engaged and involved in their education. However, as a last resort, it may be necessary to exclude a pupil who displays extreme behaviours to allow time to; reflect and take responsibility, review any support plans, support other pupils or staff affected by the behaviour, carry out a risk assessment or arrange a meeting with the authority.

Suspensions and permanent exclusions

We are an inclusive school and will work hard to develop strategies to include all children. However, in certain cases, the school will make suspensions or exclusions to maintain good behaviour and discipline and to promote the health, welfare and safety of all our community.

In this policy the word 'suspension' is used to refer to what legislation calls an exclusion for a fixed period. Suspensions and permanent exclusions are both types of exclusion, and where this guidance uses the word 'exclusion' this includes both suspensions (fixed-period exclusions) and permanent exclusions.

Internal exclusion will be at the discretion of senior leaders and will probably be in response to a culmination of behaviour incidents or an extreme and serious single incident. Internal exclusions will be decided and coordinated by a member of senior leadership team.

Only the Headteacher can **suspend or exclude children**. A decision to suspend or exclude will only be taken when all other possibilities and strategies have been considered.

Exclusions information

The school may exclude a child for one or more fixed periods for up to forty five days in any one year. In extreme and exceptional circumstances the school may exclude a child permanently. It is also possible to convert a fixed term exclusion to a permanent exclusion if the circumstances warrant this.

If a child is excluded their parents/carers are informed immediately, giving reasons for the exclusion. The headteacher informs the Board of Directors as well as the Local Governing Body about any permanent exclusions and about any fixed term exclusions beyond five days in any one term. A Local Governing Body cannot themselves either exclude a child or extend the exclusion period.

The governing body has a discipline committee which is made up of between three and five members. The committee considers any exclusion appeals on behalf of the governors. When an appeal panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents/carers and consider whether the child should be reinstated. If the governors' appeal panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Exclusions (including permanent exclusions) may occur for the following reasons:

- Persistent disruptive behaviour
- Persistent breaking of school rules
- Making threats to other pupils or staff
- Deliberate damage to school property or resources
- Homophobic or racist language or behaviour
- Assault or violence towards another pupil, child, visitor, member of staff or adult
- Bringing a knife to school or similar objects eg screwdriver
- Bringing illegal or prohibited drugs to school
- Leaving the school premises without permission
- Failure to follow the reasonable instructions of staff eg about learning or behaviour
- Persistent bullying behaviour

Reviewed: September 2025

Next Review: September 2026

Related documents: Appendix 1 – Yellow / Red face example behaviours.

Yellow Faces

- *Fiddling and distracting others*
- *Not lining up properly,*
- *Not listening*
- *Name calling and answering back,*
- *Inappropriate comments, incl. disrespect to adults.*
- *Shouting out*
- *Ignoring staff instructions, Throwing objects but not at people,*
- *Invading other children's personal space, Play fighting,*
- *Inappropriate noises.*

Red Faces

- *Telling Lies Refusing to work*
- *Refusing to take consequences*
- *Damaging/ destroying other people's work*
- *Damaging/destroying display*
- *Leaving class without permission*
- *Throwing object at people*
- *Threatening other children*
- *Hurting other children on purpose*
- *Making ourselves and others unsafe*
- *Fighting, Swearing Racist behaviour**
- *Physical assault on another child, including fighting**
- *Physical aggression towards an adult**
- *Threatening an adult*Leaving school without permission**
- *Stealing* Damaging property.*