



Mereside

Church of England Primary Academy

Learn to Love, Love to Learn

Positive Behaviour Policy

‘Be Ready, Be Respectful, Be Safe’

Date of next policy review	September 2027
Name of person responsible for this policy	Lindsey Hughes
Other related policies	T&L, SEN, Pastoral Care, Safeguarding and Child Protection, Anti-bullying
Issued to	Staff, governors, parents, pupils
Date of issue	September 2026

Positive Behaviour Policy

Our Vision:

At Mereside Primary Academy, we expect and encourage good behaviour and self-discipline from all children in order to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies to maintain positive relationships. Therefore, we achieve this by creating a nurturing, supportive and successful learning environment. We collectively do this by focusing on three key words, when interacting with children at Mereside:

Ready

Respectful

Safe

Purpose of the Policy

The **purpose** of our school's policy for behaviour and citizenship is to provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Encourage and praise good behaviour;
- Prevent and discourage inappropriate behaviour;
- Deal with inappropriate behaviour in a fair and consistent manner.
- Promote self-esteem and self-discipline
- Develop behavioural skills in the children that will benefit both them and the community in which they live and learn.

Aim of the Policy

Our **aim** is to provide an inclusive, calm, trusting atmosphere in school and to encourage children to move around in a controlled manner. However, our expectations of the children can only be realised

through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to all areas of the school.

‘Getting the culture right is pivotal. With the right culture, the strategies used become less important. The culture is set by the way that the adults behave’ Paul Dix

This is true of adults in school and all adults in the life of each child.

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

School Language: **Ready, Respectful, Safe**

When discussing learning and behaviour with children these ‘key words’ should be consistently referenced to create a positive climate and ethos for staff and children. From EYFS, the introduction of key words can be linked to kind words, kind heart, kind hands and kind feet to begin the development of rules.

These rules provide the framework for our expectations of our children and enable us to set clear boundaries. Many connotations can be drawn from them and the consistency in language sets the tone – helping ensure our conversations about behaviour always have an educational purpose. We implemented these rules on the back of research into Paul Dix’ behavioural writings, particularly ‘When the Adults Change Everything Changes’. The entire culture at Mereside, our ethos and the fabric of our behaviour blueprint are not just informed by this approach but dependent on understanding behaviour is communication.

Behavioural Approach

Praise and Rewards

At Mereside, we believe in a positive and proactive approach to behaviour management. We seek to prevent behavioural issues arising through consistently modelling expected behaviours and regularly giving prompts and proportionate praise because we believe high quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. Our approach incorporates our core values: **Love, Joy, Dignity, Hope, Community, Wisdom and Peace**, which we teach as the founding Principals of our behaviour curriculum, forming the basis of the reward element of our

behaviour management system. Each week during celebration worship, children are nominated to receive certificates to acknowledge behaviours that demonstrate our school values. Each half term, two children from each class receive a coloured- heart badge linked to each core value to, celebrate consistent behaviours to become values' champions.

Teaching behaviour is not as simple as imparting knowledge, it is incidental and opportunistic. It is done through our every interaction with the children. We aim to prepare our children for the world they inhabit and therefore, we work to coach them in self-reliance – to develop in them the intrinsic motivation to live up to those values and embody them.

We also acknowledge some of our children require more extrinsic motivational factors and therefore, in tandem with our coaching approach, we also employ Class Dojo. This platform allows us to award points to our children based on their demonstration of our values and in recognition of them excelling in their studies. The award of a dojo point is audible and its effect on other pupils makes it a useful tool in promoting good behaviour of all.

To reinforce the incentive, dojo points can be cashed in for rewards as detailed below. We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Each class has a voice in creating the tiered approach which will include opportunities of choice to develop awareness of intrinsic and extrinsic motivations that could benefit themselves, others in school, the community or global citizens.

Example:

250 points-

Hot chocolate with Mrs Hughes or a chosen adult
Non-uniform day
Litter pick on the mere
Helping the office with jobs



150 points-

Free choice of snack
Lego time
10 minutes of a chosen sport on the field
Morning activity of their choice
Litter picking
Help in the lunch hall

House Points

100 points-

Toy from home for the day
Juice in water bottle
10 minutes iPad time
Classroom helper for the day

Year 3
Badgers

75 points-

Extra time on play trail.
Lazy reading
Line leader for the day
Pick out the prize box



Sanctions

The Code of Conduct, **Ready**, **Respectful** and **Safe** must be displayed in each learning space and referred to in conversations around conduct. Learners are held responsible for their behaviour and staff will deal with behaviour without delegating. In the event of breaches of the behaviour policy, we invoke a detailed and rigorous procedure of escalation as outlined below. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

Steps	Actions	Respondents
1. Redirection	Gentle encouragement – a ‘nudge’ in the right direction, an act of kindness or brief distraction.	All staff
2. Reminder	A reminder of the expectations for learners delivered privately. The teacher makes them aware of their behaviour. A reminder of our three simple rules – Ready, Respect, Safe delivered privately wherever possible. Praise will be given if the child is able to model good behaviour as a result of the reminder.	All staff
3. Warning	A clear verbal caution delivered privately to the learner making them aware of their behaviour and outlining the consequences if they continue. The learner has a choice to do	All staff

	the right thing. Learners will be reminded of their previous good conduct to prove they can make good choices.	
4. Consequence	The learner is informed that they will be required to 'give some time back' during the next available break time. This will be administered in five-minute instalments up to a maximum of 15 minutes. After each five-minute increment, staff will revert to the reminder step. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.	All staff Parent informed of consequence via Dojo. If a pattern of repeating then a phone call home is required.
5. Time out if needed	The learner is asked to speak to the teacher away from others to reset boundaries and reflect on their next step. They are reminded of their previous positive attitude. They are given a final opportunity to reengage / follow instructions. Learners should only be outside classrooms if they need to regulate or to defuse a situation and five minutes should be enough. When needed, specific children may need a physical break from the class environment or a designated calming space in the classroom. If the step above is unsuccessful, or if a learner refuses to go and take a time out then they will be asked to leave the room. If necessary, a member of SLT may be called to escort them to a workspace outside the teaching room.	Class teacher or LSA (Learning Support Assistant) if responsible for the class SLT member if required
6. Internal referral	At this point the learner will be referred to an SLT member and the behaviour will be logged on the behavioural tracker.	Class teacher or LSA if responsible for the class SLT member if required
7. Parent meeting	A meeting with the teacher, parent and pupil, recorded on CPOMS to create a behaviour plan with agreed targets that will be monitored over the course of two weeks.	SLT member and Class teacher
8. Internal time out	If the behaviours do not desist, it may be necessary for the child to spend an extended period away from their peers to complete their work. If this is required, then they should be located in the office of an SLT member and their class teacher should provide them with the same work as their peers and deliver a pre-teach.	SLT member
9. Inclusion meeting	This stage means pupils are at risk of exclusion and requires contact to be made with the Education Access Service to arrange an inclusion meeting alongside parents. During this, options such as alternative provision and even managed moves should be discussed.	Executive Principal Head of School

10. Exclusion	The power to suspend or permanently exclude children rests solely with the Executive Principal and will be a last resort, only invoked when all other avenues have been pursued or in response to the most extreme behaviours.	Executive Principal Head of School
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Instant consequence of giving time back: Leaving the classroom without permission, physical contact of aggression, persistently goading another child, using inappropriate language, taking property that does not belong to them, showing threatening behaviour, throwing equipment at another child or adult- these behaviours require phone call to parents.

Consistencies

To ensure we are providing an environment conducive to positive behaviour; we will employ the following consistencies:

- Friendly welcome- greeting in the morning
- Relentless routines (reinforced rituals and routines)- lining up, moving through school, ready to begin learning...
- Engaging and adaptive teaching to prevent poor behaviour
- Reference to ready, respectful, safe
- Common use of language; consistent response
- Consistent respect from the adults, even in the face of disrespectful learners
- Consistent models of emotional control
- Consistent positive reinforcement through Class Dojo
- Challenge of poor behaviour by all staff
- Consequences that are defined, agreed and applied at all levels
- Consistent follow up that never passes problems up the line, but takes responsibility
- Consistent model of restoring relationships and reintegration

Special Considerations

1. We recognise that some of our SEND pupils require more individualised approaches to be successful and actively involve key stakeholders in their lives to devise plans
2. We are a trauma informed school and recognise that a one-size-fits-all approach can be inappropriate for some of our most vulnerable learners who may require more patience, given some of the historic or ongoing safeguarding concerns around them.
3. Other related policies including our safeguarding and child protection policy, anti-bullying policy and diversity and equality policy reference other behavioural issues such as child-on-child abuse, cyber-bullying, and discriminatory language in more specific terms due to their serious nature.

We acknowledge the right staff have to use reasonable force to restrain a child in circumstances where they are in danger of hurting themselves or others but feel this should be an absolute last resort. We also make every effort to ensure staff who are likely to be in this position are appropriately trained.

Early Years Foundation Stage

In the **Early Years Foundation Stage (EYFS) statutory framework for 2026**, the core legal requirements regarding behaviour are outlined under Section 3, titled "Supporting and understanding children's behaviour."

We work closely with parents from the transition period to understand and support the needs of the children in our care.

Core Aims and Principles

1. **Relationship-driven:** We believe secure attachments between staff and children are the foundation for good behaviour.
2. **Viewed as communication:** We recognise that challenging behaviour often signals an unmet need, tiredness, or developing communication/sensory limits.
3. **Developmentally appropriate:** We align expectations with a child's individual stage of development, e.g. rewards and consequences are given immediately where possible to help children link them with the behaviour

Key Strategies

1. **Proactive modelling:** Staff consistently demonstrate respect, calm communication, and polite manners as expected behaviour
2. **Clear boundaries and consistent routines:** We establish simple, positive rules (e.g., "we are kind") and use routines to embed expectations.
3. **Positive reinforcement:** We use specific praise and acknowledging positive choices.
4. **Distraction and co-regulation:** Staff use diversion for minor conflicts. We co-regulate with dysregulated children in quiet, supportive reflection areas.
5. **Characteristics of Effective Learning.** We encourage children to develop strategies for coping with feelings and dealing with conflict so that they can become more independent.
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Managing Unwanted Behaviour

1. **Intervene calmly:** Get down to the child's level, make eye contact, and use a calm, respectful tone.
2. **Acknowledge emotions:** Validate feelings of anger or frustration while firmly explaining why an action was unsafe.
3. **Reflect and repair:** Support children in talking through their actions, understanding the impact on others, and finding constructive ways to make amends instead of forced apologies.