

Review Date: September 2026

Next Review: September 2027

MELBOURNE INFANT SCHOOL **Behaviour and Relationship Policy**



1. Statement of Intent

At Melbourne Infant School, we believe that positive behaviour and strong relationships are fundamental to successful learning, wellbeing and personal development.

We are committed to creating a calm, safe, inclusive and nurturing environment where every child feels valued, respected and ready to learn. We recognise that behaviour is a form of communication and that children learn best when they experience positive relationships, clear expectations and consistent support.

Our approach is rooted in:

- High expectations for all pupils
- Positive, respectful relationships
- Consistent routines and boundaries
- Inclusive practice
- Restorative approaches
- Understanding and supporting children's individual needs

We aim to develop children who are kind, responsible, resilient and respectful members of our school community.

2. Aims

This policy aims to:

- Create a safe, calm and purposeful learning environment.
- Promote positive behaviour and strong relationships.
- Teach children how to behave successfully and respectfully.

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- Support pupils to develop self-regulation and emotional literacy.
- Ensure consistency across the school.
- Prevent bullying, discrimination and harassment.
- Provide clear systems for recognising positive behaviour.
- Provide a fair and predictable framework for responding to inappropriate behaviour.
- Ensure behaviour support is inclusive and responsive to SEND and additional needs.

These aims reflect the expectations set out in the Department for Education Behaviour in Schools Guidance.

3. Our School Values and STAR Standards

Our STAR Standards underpin all aspects of school life.

Children are explicitly taught what these expectations look like in classrooms, around school, at playtimes, during educational visits and online.

Staff regularly model, teach, practise and reinforce these behaviours.

The STAR Standards form our behaviour curriculum and are embedded through:

- Classroom routines
- Collective worship and assemblies
- Playtimes and lunchtimes
- PSHE learning
- Daily interactions



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4. The Behaviour Curriculum

We recognise that positive behaviour must be taught, practised and reinforced.

In line with EEF guidance, children are explicitly taught learning behaviours, social skills and emotional regulation strategies. Staff recognise that behaviour is influenced by individual, family, social and environmental factors and seek to understand those influences when supporting children.

Children are taught:

- How to be respectful and kind
- How to listen and follow instructions
- How to resolve disagreements appropriately
- How to regulate emotions - using Derbyshire SMILERS approach alongside Colour Monster
- How to seek help when needed
- How to take responsibility for their actions
- How to repair relationships when harm has occurred

5. Roles and Responsibilities

Governing Body

Governors will:

- Monitor behaviour and exclusion data.
- Ensure the policy complies with statutory guidance.
- Support leaders in maintaining high standards of behaviour.

Headteacher

The Headteacher will:

- Lead the school's behaviour culture.
- Ensure consistency across the school.
- Monitor behaviour systems and outcomes.
- Support staff in implementing the policy.
- Ensure appropriate support is available for pupils with additional needs.

Staff

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All staff will:

- Model exemplary behaviour.
- Build positive relationships with pupils.
- Maintain high expectations.
- Follow agreed behaviour systems consistently.
- Use restorative discussions following incidents.
- Support pupils to learn from mistakes.
- Record incidents appropriately, using My Concern.

Pupils

Pupils are expected to:

- Follow the STAR Standards.
- Treat others with kindness and respect.
- Take responsibility for their choices.
- Participate honestly in restorative discussions.

Parents and Carers

Parents and carers are expected to:

- Support the school's values and expectations.
- Work positively with school staff.
- Promote respectful behaviour at home.
- Engage with support plans where needed.

6. Promoting Positive Behaviour

Positive behaviour is actively recognised and celebrated.

Children may receive:

- Verbal praise
- Positive recognition
- Dojo points
- Stickers
- Certificates
- Star Student recognition
- Author of the Week recognition

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- Headteacher awards

Current rewards include:

- 25 Dojos - Teacher sticker
- 50 Dojos - Headteacher wristband
- 75 Dojos - Teacher sticker
- 100 Dojos - Headteacher certificate

Positive recognition is used to reinforce desired behaviours and encourage children to make positive choices.

7. Restorative Practice

Restorative practice is at the heart of Melbourne Infant School's approach.

When difficulties occur, our primary aim is to repair relationships, rebuild trust and teach children how to make better choices in future.

Restorative conversations help children to:

- Understand what happened.
- Reflect on the impact of their actions.
- Consider the feelings of others.
- Take responsibility.
- Repair harm.
- Restore relationships.

Typical restorative questions may include:

For the Child

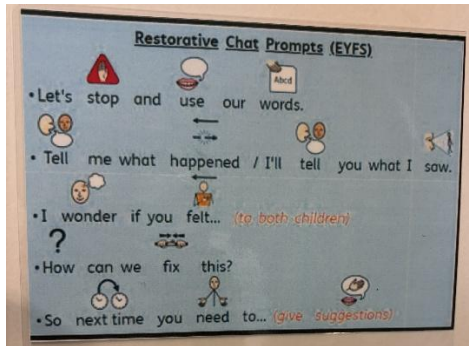
- What happened?
- What were you thinking or feeling?
- How do you feel now?
- Who has been affected?
- What needs to happen to put things right?
- Next time I will ...

Melbourne infant school uses the following board to support children

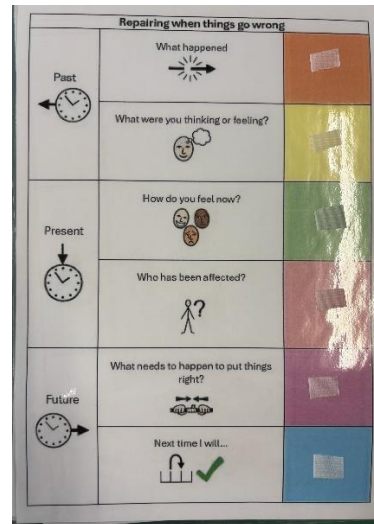
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For Others Involved

- What happened from your perspective?
- How did it affect you?
- What needs to happen now?

Restorative discussions do not replace consequences. Instead, they ensure children understand their actions and learn from them.

8. Responding to Inappropriate Behaviour

All adults will respond calmly, consistently and proportionately. It is imperative that any behaviour allegations made by other children are fully investigated and all voices heard.

Use RIP and PIP - Reprimand in Private and Praise in Public.

Responses may include:

Stage 1

Reminder of expectations - link to STAR Standards

Stage 2

Warning and opportunity to correct behaviour

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Stage 3

Appropriate consequence and restorative conversation

Stage 4

Red Dojo recorded and parents informed where appropriate (a red dojo does not reduce the total of green dojos)

Stage 5

Senior leadership involvement and further support strategies

Serious incidents may move directly to a higher stage.

Consequences may include:

- Loss of privilege
- Time to reflect
- Repairing damage
- Completing unfinished work
- Structured support with an adult
- Temporary removal from an activity where appropriate

The focus will always remain on learning, accountability and restoration.

It is important to note that each day every child starts a fresh. (There may be circumstances where a consequence has to take place the next day due to timings).

9. Supporting Children with Additional Needs

We recognise that some children require additional support to meet behavioural expectations.

In accordance with DfE guidance, staff will consider whether behaviour is linked to SEND, communication difficulties, SEMH needs, trauma, attachment needs or other vulnerabilities.

Strategies may include:

- Reasonable adjustments
- Individual behaviour plans

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- Sensory support
- Nurture provision
- Emotional regulation support
- SEND support plans
- Multi-agency involvement

Having SEND does not remove behavioural expectations; however, responses must be reasonable, proportionate and tailored to the child's needs.

10. Persistent Behaviour Concerns

Where behaviour does not improve, the school will:

- Meet with parents.
- Review support strategies.
- Conduct behaviour monitoring.
- Develop an individual behaviour support plan.
- Involve external agencies where appropriate.
- Review SEND needs and provision.

The goal is always to understand underlying causes and provide effective support.

11. Bullying

Bullying is not tolerated at Melbourne Infant School.

All reports will be taken seriously and investigated promptly.

Incidents will be managed in line with the school's Anti-Bullying Policy and restorative approach where appropriate.

12. Behaviour, Safeguarding and Child Protection

Behaviour concerns can indicate safeguarding needs.

All staff are aware that:

- Behaviour may be linked to abuse, neglect or vulnerability.
- Serious incidents may require safeguarding action.
- Child-on-child abuse, sexual harassment and sexual violence are never acceptable.

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All concerns will be recorded and managed in line with:

- Keeping Children Safe in Education
- The School Safeguarding and Child Protection Policy

13. Behaviour Recording and Monitoring

Behaviour incidents involving harm to others, discriminatory behaviour, significant disruption or damage to property will be recorded on My Concern. Photographs of the restorative conversations will be uploaded to the child's profile.

School leaders will:

- Monitor behaviour patterns.
- Review trends and protected characteristics.
- Evaluate the effectiveness of interventions.
- Report relevant information to governors.

14. Suspensions and Exclusions

Suspension or permanent exclusion will only be used as a last resort and in line with statutory guidance.

Before considering exclusion, the school will seek to:

- Understand underlying causes.
- Implement supportive interventions.
- Explore reasonable adjustments.
- Engage parents and external agencies.

Internal sanctions and restorative reintegration processes will be used wherever appropriate.

15. Monitoring and Review

This policy will be reviewed annually by the Headteacher and Governing Body.

The effectiveness of the policy will be measured through:

- Behaviour data
- Attendance data

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- Pupil voice
- Parent feedback
- Staff feedback
- Safeguarding information
- Exclusion data