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Melcombe Primary School
Positive Behaviour Policy

Reviewed by: Head of School
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Melcombe Primary School is an innovative, community school, committed to excellence and high expectations for behaviour and learning. We deliver a creative curriculum, which enriches the children's learning experience, and demand excellent outcomes for all our pupils. By the time our children leave the Thames Federation, they will have a 'can do' attitude and will be empowered to pursue excellence in everything they do.

The Intention of this Policy

Our intention at Melcombe Primary School is to develop the potential of all our pupils by providing a structured and challenging education, within a supportive and positive environment, where every child is valued as unique individuals.

The staff are fully aware that discipline is a key feature of school life about which there must be a clear, shared and consistent understanding between teaching and support staff, parents, children and governors. The school has a responsibility to manage behaviour so that all children can reach their full potential.

The staff at Melcombe are committed to developing a policy that encourages a positive approach to behaviour management with a strong emphasis on the positive. We aim to encourage mutual respect and co-operation and develop self-discipline. Children should be familiar with the school rules and aware of their ability to exert self-control and understand reasons why certain behaviours are unacceptable. Most importantly of all, we want to develop children's self-esteem and their belief in themselves as successful learners.

Aims

To provide the framework which enables first class learning to take place
To provide a behavioural framework that encourages children to develop self-confidence and self-discipline
To give a clear guide to children, parents and staff of what is expected of them
To foster and promote positive behaviour from all children
To ensure continuity and consistency in approach towards children by all staff
To provide new members of staff with clear guidelines and readily accessible procedures which they can act on
To inform parents and governors of our aims and objectives and to provide clear procedures for involving parents

School Statement

At Melcombe we believe that teachers have the right to teach and children have the right to learn. This means that staff have to be positive and fair but firm with children.

We aim to encourage mutual respect and co-operation and to develop a sense of responsibility and discipline in children both in work and at play.

We are committed to ensuring that children develop and maintain their self-esteem and self-belief, which is crucial if they are to achieve their optimum learning potential. In addition, our curriculum ensures that there is a zero tolerance culture relating to prejudice or discrimination including sexism and misogyny/misandry. These topics are also addressed in our assemblies and PHSE sessions.

Building and Maintaining Positive Self-Esteem

Positive self-esteem and self-belief is at the very core of the school's Teaching and Learning Model. The child must believe that there is value in learning and that they are capable of learning and of achieving.

Self-esteem and self-belief are not inherited. They are learnt and reinforced through the children's everyday experiences. They are both capable of having a dramatic impact on a child's capacity for learning and on their overall performance in life.

Self-esteem can be built and developed and interventions can be made which prevent children from going down the road of limited beliefs and negative self-talk.

Melcombe Primary School has embraced the '**Good to be Green Scheme'**, this behaviour reward system is used to reinforce positive behaviours. We truly believe that children should develop good discipline through positive encouragement and instruction, whilst understanding their rights and responsibilities within the school setting. All pupils have the right to feel safe at school; the right to learn and the right to be respected and to have fair treatment.

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GOOD TO BE GREEN BEHAVIOUR SCHEME

The 'Good to Be Green' behaviour scheme provides an effective way to promote positive behaviour in the classroom. It allows for recognition for pupils who behave appropriately, while keeping track of pupils who find it harder to meet the school's behaviour code. It is a fair and consistent approach and ensures that pupils know the rules and behaviour expected in school regardless of what classroom they are in or who is teaching them.

All Melcombe staff and children are aware of our 'Good to be Green 5 Golden Rules' which are:

Always be polite and listen to others.

Always do the best you can

Be Honest

Take care of your own and other peoples' belongings

Keep your hands, feet and unkind words to yourself.

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Each classroom has a Good to be Green wall chart with a space for each child. Every pupil has three cards behind their name: green, yellow (warning) and red (consequence).

The Good to be Green rules are also displayed in each classroom. The aim is to enable pupils to stay on the green card by supporting them in following the school rules.

Each day all pupils will start again with their green card displayed in the wall chart.

1) Green Card

Pupils will have a green card to show that they have been following the school rules.

2) Yellow Card

Occasionally, children will need a reminder of behaviour expectations in school. Pupils will be given a verbal reminder that if the behaviour continues a warning card will be given. If the behaviour still continues, the pupils will be given a yellow warning card which will be displayed in the classroom wall chart.

3) Red Card

If the behaviour still does not change, despite warnings and support, a red consequence card will be issued. There will be rare occasions where a child's behaviour will take them straight to red. These are:

- Unauthorised possession, refusal to surrender, or active use of a mobile phone or prohibited smartwatch during the school day.
- Using mobile phones, personal devices, or school IT systems to engage in cyberbullying, harassment, intimidation, or posting derogatory remarks targeting protected characteristics.
- Taking, possessing, or distributing photographs, audio recordings, or videos of pupils or staff without authorization.
- Creating, downloading, viewing, or distributing nude or semi-nude imagery (including AI-generated images, deepfakes, or deep nudes) or upskirting.
- Severe prejudice-based behaviour, extreme sexualized conduct, harmful sexual behaviour (HSB), sexual violence, or sexual harassment.
- Possession of prohibited items, weapons, drugs, or alcohol.
- Deliberately hurting other children by hitting, kicking or pushing with intent
- Bullying - persistent physical or verbal abuse towards another pupil
- Using bad/inappropriate language or unkind words
- Stealing

- Ignoring a direct instruction from an adult or being rude to any member of staff in the school
- Deliberately damaging school property
- Not correcting their behaviour when they are on a yellow warning card

Under sections 91 and 94 of the Education and Inspections Act 2006, school staff have the statutory power to confiscate mobile phones, smart devices, and prohibited items. Confiscated devices will be stored securely in the school office safe and returned solely to a parent/carer.

The Executive Head Teacher and Head of School hold statutory powers to search a pupil's possessions or examine device data where there are reasonable grounds to suspect the device contains prohibited content, pornographic images, or evidence relating to an offence, harm, or cyberbullying.

If illicit imagery (including nude/semi-nude images or child sexual abuse material) is discovered or suspected, staff must not view, copy, print, save, or delete the data. The device must be secured immediately and handed to the Designated Safeguarding Lead (DSL) for referral to children's social care and/or the police.

Class teachers will keep a log of any yellow and red cards issued. This will help teachers to praise and reward those pupils that stay on green. It will also help them to identify any patterns where pupils are not keeping to the Good to Be Green Golden rules and help to develop further strategies to support the child in making the correct choices.

Class teachers will only share with parents, if their child gets a red card with the behaviours their child displayed. The following day, pupils will start afresh on a green card.

In addition, the total number of red cards are shared with the school governors on termly basis.

Children who remain on the 'Good to be Green' card for a full week will be rewarded with extra playtime on a Friday.

Good to be Green is an inclusive behaviour system. We will ensure that where there are specific individual needs, they will be catered for in the way that we implement the scheme. This is to ensure that we remain faithful to our principles but flexible in our approach.

We value our partnership with parents/carers and encourage them to reinforce the importance of our Good to be Green School Rules at home.

Bullying and abuse will never be tolerated or dismissed as 'banter', 'just having a laugh', or 'boys being boys'. This includes:

- **Prejudice-Based Bullying**: Targeted abuse based on race, religion, disability, special educational needs, sexual orientation, or gender identity.
- **Misogyny/Misandry**: Derogatory, sexist, or sexually hostile comments and behaviour.
- **Cyberbullying & Digital Harassment**: Abusive messaging, malicious group chats, non-consensual image sharing, exclusion via online platforms, and identity theft/impersonation.

Any bullying involving sexual harassment, violence, extortion, or coercion will immediately trigger the procedures in the Safeguarding Policy (Section 7.8/7.9), including support plans for both victim and alleged perpetrator.

Low Level issues in the Classroom

Children who are involved in low-level issues, such as not completing enough work during the lesson, will have the issue dealt with by the Class Teacher, who may request the child to complete their work during their playtime or lunchtime play.

If low-level issues continue and become a cause for concern, then the Class Teacher must contact parents in order to resolve the matter quickly.

Low Level issues at Playtime and Lunchtime

Low-level issues that occur at play and lunch times should initially be dealt with by the teachers on duty or by the mid-day meal supervisors at lunchtimes. Adults use the same 'Good to be Green cards' which are attached to their school lanyard. They may also ask the children to sit out to cool down. After the child has cooled down, he or she must be reminded to respect the other children's right to play and to feel safe.

Lunchtimes incidents are logged by the mid-day meal supervisors on CPOMS. Class teachers must be notified and made aware of incidents when they collect their class.

Notifying Parents

All red card incidents, bullying reports, and device breaches must be recorded on CPOMS. When investigating serious or recurring behavioural issues, the school will assess whether the behaviour indicates that the child is experiencing trauma, abuse, neglect, exploitation (CCE/CSE), or domestic abuse.

Where behaviour crosses into harmful sexual behaviour, violence, criminal extortion, or persistent truancy, the Class Teacher and SLT must immediately consult the DSL rather than applying purely punitive measures. Sanctions may proceed in parallel with safeguarding support, risk assessments, and multi-agency referrals.

Parents will be informed of their child's Behaviours as long as it does not put the child at risk of harm.

Behaviour Chart / Behaviour Report

Children who are identified as needing support with their behaviour may be given a 'Behaviour Chart' KS1 or be put on a 'Behaviour Report' with targets, in KS2.

When a child is identified as needing a behaviour chart or a Behaviour Report with targets, a member of SLT will contact parents / carers and set up a meeting to put this in place, in collaboration with the parents.

At the meeting, the child is to be given personal targets that will enable him/her to improve their behaviour. This must be agreed and signed by the child, the parents and by the school.

No child will be put on to a behaviour chart or behaviour report with targets without their parent's knowledge.

Meeting Parents to set targets

At the meeting with the class teacher, member of the SLT, child and parent, the following is agreed:

The start date and end dates of the Behaviour Chart / Behaviour Report
The number of targets and the actual targets
How many smiley faces or ticks will be required each day for the targets to be considered achieved
How many days they need to achieve their targets
The reward the child will receive if they achieve their targets

Target Sheets

Every time the child is successful with their targets, they will be given a smiley face or tick for that session.

If the child is not successful, that session a straight face or unhappy face should be drawn. The reason should be written briefly in that box.

The target sheet must be shared and signed by parents at the end of the week.

Report Books

At the end of each day the teacher should write a brief comment on how well the child did that day. In agreement, the Head Teacher may add a comment.
The Report Book should be taken home and signed by parents and returned to school the next day. The teacher should check that the parent has signed it.
If the book is not returned or it has not been signed, the child should be sent to the Head Teacher.

If a child is on either a Target Sheet or a Report Book, it is vital that this is kept up to date, as it sends a positive message to the child - they will understand that we are actively supporting them to make the right choices every day and their parents are also on board.

Managing the behaviour of pupils with special educational needs and disabilities (SEND)

In line with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the school will make reasonable adjustments for pupils with SEND when applying behaviour sanctions. Staff must recognise that children with SEND or medical needs can experience communication barriers, may be more vulnerable to peer exploitation/bullying, or may use medical technology (such as continuous glucose monitors) requiring phone exemptions. Sanctions must be evaluated to ensure a pupil is not penalised for behaviours directly arising from unmet SEND or medical needs."

We provide support for pupils with SEND after a sanction is given to help them understand how to improve their behaviour and meet the schools expectations:

- Class teachers will have a discussion with the pupil, and or with the parents
- DSL to look into and share pupil's circumstances outside of school, e.g. their home life with class teachers
- If a child continues to present with inappropriate behaviours, the school's Inclusion lead, Sophie Naisbitt will meet with class teacher and parents to consider whether the current support offered is still suitable

To support pupils with SEND, we use the graduated approach

- First, a child's behaviour needs are **assessed** through observations, reports from staff etc. • A **plan** is then put in place to provide the necessary support e.g. planning short movement breaks, adjusting seating plans or uniform requirements
- This plan is then carried out (the "**do**" step) – this may be changes to classroom practice, interventions, or any other change needed to provide support for that child's SEND
- The support is then **reviewed** to make sure it's effective, and to see whether any changes to the support plan need to be made. The cycle then starts again

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Monitoring, evaluation and review

The school will review this policy and assess its implementation and effectiveness.
The policy will be promoted and implemented throughout the school.

Links with other policies

This Positive Behaviour Policy links to the following policies:

- Thames Federation Safeguarding & Child Protection Policy (2026)
- Thames Federation Mobile Phone Policy (2026)
- Online Safety & IT Acceptable Use Policy
- Data Protection Policy
- Equality Policy & Public Sector Equality Duty Statement