Melbourne Primary School

Part of the Family: Wonder Learning Partnership

Grow, Explore, Achieve

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Behaviour Guidance 2026-2027

This guidance is applicable to Melbourne Primary School, as part of the Wonder Learning Partnership

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Contents

Introduction 2
Implementation 2
Behaviour Expectations and Routines 3
The Behaviour Ladder 5
Rewards 6
Special Educational Needs 7
Equal Opportunities 7
Monitoring and review 7

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Introduction

The Melbourne Way

At Melbourne, we prepare our children for the future by explicitly teaching positive behaviour. Our carefully designed behaviour curriculum, *The Melbourne Way*, sets clear expectations, routines, and opportunities for staff and pupils to model and practise these behaviours.

- Foster a positive, safe, and respectful learning environment.
- Minimise low-level disruption to maximise learning time.
- Promote personal responsibility by ensuring pupils understand their behaviour choices.
- Ensure pupils, staff, parents, and governors understand behaviour expectations, rewards, and consequences.
- Maintain clear behaviour records for staff access.
- Communicate promptly with parents about significant behaviour interventions.

We want our children to understand not just how to behave, but why it matters, so these values become a natural part of their daily lives. Our approach is inclusive, supporting all children from EYFS to Year Six, with adaptations to meet individual needs, including those with SEND or cultural differences.

By embedding strong behaviour foundations, we help every child to *Grow, Explore, and Achieve* as part of our school community.

Implementation

- School behaviour ladder and expectations to be shared with the children and parents in autumn term and reviewed on an annual basis.
- Teachers/support staff use the behaviour ladder discreetly within classrooms and record negative behaviours where required.
- Children to be taught to behaviour expectation in autumn term and recap them when necessary
- SLT to identify areas for development on a termly basis
- School Rules in place: Be ready, Be respectful, Be safe.
- Our actions and decisions reflect our commitment to our school values of Grow, Explore, Achieve, Together

Behaviour expectations should be clearly displayed in classrooms and regularly reinforced. Rewards and sanctions must be transparent to all. Positive behaviour is modelled, encouraged, and celebrated by creating a welcoming environment and fostering a structured, supportive learning experience.

The staff should therefore:

- Set high and clear expectations for children's behaviour.
- Encourage children to set their own goals and maintain a sense of responsibility.

- Establish consistent procedures in line with the behaviour charter.
- Address any misbehaviour using the behaviour ladder, consistently and fairly.
- Provide rewards through suitable comments, a smile, encouragement and house points.
- Celebrate good behaviour at group, class, and whole-school levels to ensure all children experience success.

Behaviour Expectations and Routines

Staff use their professional judgment to respond appropriately to disruptive or challenging behaviour, whether in the classroom or around school, while following the school's behaviour ladder and expectations. All incidents of behaviour below expectations are investigated promptly, restorative conversations take place and fair and meaningful consequences applied to help children understand the impact of their actions and take responsibility. The goal is to support pupils in making positive behaviour choices, ensuring immediate improvement for the benefit of all.

Where possible, children are encouraged to take responsibility for their behaviour by making choices and learning strategies to resolve conflicts independently. Restorative approaches help rebuild relationships and strengthen the school community. Pupils are taught to be assertive, express their feelings, and resolve conflicts through discussion rather than resorting to violence, swearing, or abusive behaviour.

Core Curriculum content to be taught and embedded throughout Autumn Term 1 and revisited throughout the year

All pupils should know that there are 3 B's in 'The Melbourne Way' and that these are our behaviour expectations in school.

Be ready **Be respectful** **Be safe**

Know the following examples of these three principles

Be Ready	Be Respectful	Be Safe
Say good morning/ afternoon to adults	Say please and thank you	
Respect others right to learn	Hold doors open for people	Sitting sensibly in the classroom
Follow adult instruction	Talk kindly to each other	'Walking tall' through corridors
Aiming to be the very best you can be	Respect school property by looking after it	Playing games that do not become too physical.
STAR S - Sitting or standing up straight T - Tracking the speaker A – Ask and Answer Questions R - Respect others S - Shine	Use a calm and polite tone of voice	Using calm and respectful tones when we communicate.
	Value differences	



Our Routines

Our staff use a silent signaller to gain the attention of the class.
This is done by raising one hand.
When children see this, they should respond by being silent and responding with STAR.

S - Sitting or standing up straight
T - Tracking the speaker
A – Ask and Answer Questions
R - Respect towards others
S - Shine



'Walking Tall'

Know that we 'walk tall' to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

- Walking quietly
- Shoulders back, Chin up and grin!

Arriving at school at the beginning of the day



Know that I arrive on time to school.
Know that I line up quietly when the bell goes
Know that I will be greeted on the playground by my teacher.
Know that I walk calmly to our classroom.
Know that I hang my coat and bag up, change into my indoor shoes and put my water bottle on the side.
Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.
Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

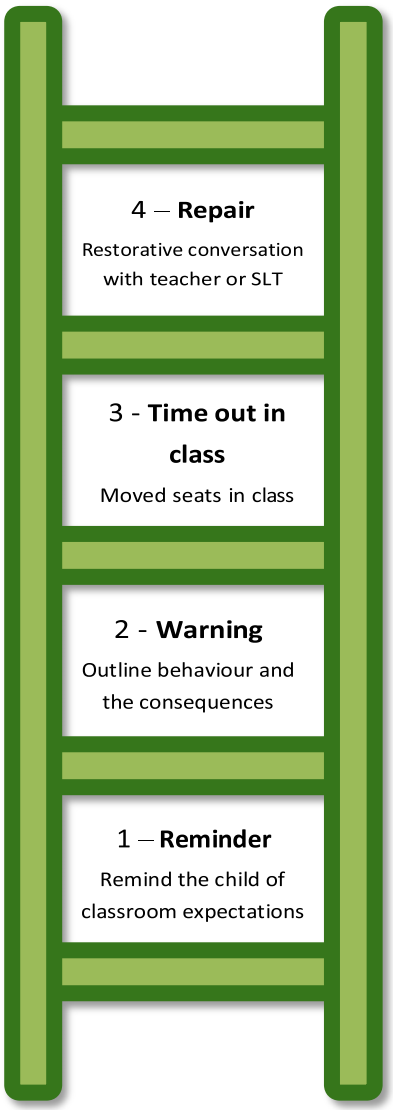
Lunchtime



Know that I 'walk tall' when walking to the hall.
Know that I collect my food and sit down straight away.
Know that I should not leave my seat once I have sat down.
Know that I should use a knife and fork correctly.
Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.
Know that I should use a normal talking volume when in the hall. I should not be raising my voice.
Know that once I have eaten my main course, I raise my hand before moving on to my dessert.
Know that once I have finished, I clear any rubbish from my table and empty any left-over food into the bin.
Know that I 'walk tall' when walking from the dining hall to the playground.

Daily Practice in School

To ensure exemplary behaviour, we believe in maintaining the highest expectations for all our children. Below are the steps on the behaviour ladder. Each child will begin each new day with a fresh start.



The Behaviour Ladder

- 1 – Reminder: If children are not following one of the 3 B's (school behaviour expectations) in the classroom, they will be given a reminder by the class teacher. This may be a discreet chat or a verbal reminder of the expectation the pupil is not following. Children will be informed of what may happen if they continue.

- 2 – Warning: If a pupil does continue to make poor behaviour choices, they will then be given a verbal warning and be explained why they are receiving the warning and what the consequences will be if they do not begin following the school behaviour expectations.

- 3 – Time out in class: pupils who have not followed the expected behaviour, even after a warning, may be moved, or have distractions removed, in class to take them away from the cause of the poor behaviour. This allows them time to reflect on their behaviour up to this point. There would be an appropriate consequence for reaching this point on the ladder and the incident will be recorded on CPOMS to address patterns in poor behaviour.

Restorative Conversations

What happened?

What were you thinking at the time?

What have you thought since?

Who has been affected?

What should we do to put things right?

4 – Repair: Where behaviour is consistently below expectation, or pupils do not respond to the previous steps on the ladder, pupils may need to use their time outside of lessons to 'repair'. This will involve a restorative conversation with either the class teacher or SLT (as deemed appropriate). At this point, parents may be contacted if deemed appropriate by the teacher or SLT and the incident will be recorded on CPOMS to address patterns in poor behaviour.

Serious behaviour or behaviour repeatedly below expectation

Pupils may require the need to move straight to step 4 on the ladder if they display any of the following behaviours: swearing, hurting others (verbally or physically), intimidating others, bullying of any form (including racist or homophobic) or lying. Each incident of serious behaviour will be treated on a case-by-case basis, recorded on CPOMS to see and parents will be informed of the incidents.

Further stages of discipline:

If the procedure outlined above is not effective the following staged approach will be implemented:

1. Class teacher will meet with parents/carers to work together on improving the child's behaviour and the creation of a behaviour support plan, e.g. a visible individual reward chart, active breaks, behaviour targets, etc.
2. Formal contact with parents/carers by class teacher/SLT.
    a. Consideration of support required to bring about a sustained improvement in the pupil's behaviour resulting in adaptations to the support plan which will have built in regular check in with the class teacher and SLT.
    b. Pupil's behaviour will be closely monitored.
3. Formal contact with parents/carers by the Headteacher to review and adapt the above.
    a. An Individual behaviour plan and/or a risk management plan will be co-created with parents/carers.
    b. Involving appropriate outside agencies.
4. Suspensions – temporary
5. Exclusions – permanent

Rewards

Children are awarded house points for good behaviour and positive actions consistent with the behaviour expectations and values of the school.

Certificates will be awarded (weekly) to pupils in assembly who have displayed positive behaviours in line with the school values as well as recognising specific achievements within their learning.

Points to note for staff:

- All staff can award team points.
- Staff should give the reason for the reward, re-enforcing school values where applicable, e.g: Thank you for teaching the younger children a new game at play time, you helped them explore new ways to play. Have 2 house points'

- Rewards should reinforce behaviour expectations and school values.

Special Educational Needs

If a child repeatedly displays below-expected behaviour, support from the Behaviour Support Team (BST) or an Educational Psychologist (EP) should be considered. Children with recognised emotional and behavioural needs require tailored support, developed in consultation with parents and external professionals if needed. The aim is to promote positive behaviour, not to initiate exclusion. Any support plan must align with the school's reward and consequence system, with detailed records kept to identify patterns and inform interventions. Plans are reviewed regularly. For children with identified Special Educational Needs, adjustments to consequences may be necessary, made in consultation with parents and relevant agencies.

Equal Opportunities

Equal Opportunities are at the heart of this behaviour charter. All children should be regarded with the same consideration regardless of their gender, intellectual or physical ability, social and cultural background or race. They are entitled to identification of their individual needs and to positive strategies to meet those needs.

Monitoring and review

All involved parties have a responsibility to monitor and support the implementation of this behaviour charter. Suggestions for changes may be made at any time and may be incorporated through the addition of appendices. Both staff and governors should review the behaviour charter on a yearly basis.