



The Federation of Mellers Primary School and
Nottingham Nursery
Relationships and Behaviour Policy
2025-26

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Introduction

At Mellers Primary School and Nottingham Nursery School, we endeavour to make every child's unique learning journey an exciting adventure, which promotes a real love of learning that will last a lifetime. To achieve this, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relationships policy guides staff to teach self-discipline not blind compliance. It echoes our ethos with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

This policy incorporates the legal requirements and school aspirations, at an age-appropriate level, of an anti-bullying stance.

Aims

- To ensure that all practitioners in school understand that behaviour in all its forms is a means of communication.
- To support all children to achieve, regardless of their background and approach every child as unique.
- To remain up to date with all developments in neuroscience and ensure at all times that children are not judged and do not experience shame within the practice of this school.

Our ethos and core beliefs:

At Mellers Primary School and Nottingham Nursery School, we know that behaviour can change, and every child can be successful.

- We recognise that each individual child is at a different stage of social learning.
- Positive, targeted praise is more likely to change behaviour than sanctions.
- Reinforcing good behaviour helps children feel good about themselves.
- Understanding each child's needs and their individual circumstances, helps us to act in the fairest way possible for that child, at that moment.

The ethos of our school is to understand individual children and their needs in terms of their social interactions around the school. All practitioners model high standards of personal and social behaviour; expectations are high and children are taught from entry about respect for themselves, for others and for the environment around them. At Mellers Primary School and Nottingham Nursery School, we are committed to a whole school approach to promoting excellent choices. We use the phrase, 'Ready, Respectful and Safe'

Across both schools, staff invest quality time building strong, trusting relationships; this lies at the heart of our Relationships and Behaviour policy and what we believe leads to a happy and harmonious school community.

Our shared vision places a strong emphasis upon supporting and encouraging our children to be emotionally resilient individuals who can manage their way through the challenges they meet. We show them the way by developing their understanding of our school values: Aspiration, Respect, Tolerance, Responsibility, Honesty, Happiness. Developing such qualities shapes their character. To strengthen their character development, we teach them about making good choices. Practitioners

work to encourage children to understand that kind and unkind behaviour has consequences for others as well as for themselves.

Procedures and practice

To do this we follow three simple rules:



In our Federation, we aim to develop a culture of mutual respect and trust. Therefore, we treat children in a fair and consistent way. Our Relationship and Behaviour policy aims to help children grow in a safe and secure environment, helping them to become respectful, positive, and responsible members of the school community.

Ready

Always begin the school day in a positive manner

(Make sure you have your equipment, PE kit and that you arrive to school on time, start each lesson showing that you are ready to learn)

Respectful

Always have good manners around school

(Pay attention to whoever is speaking or signing to you whether they're an adult or a child, say please and thank you)

Always be kind to others

(Treat others with respect and kindness, speak in a calm and respectful tone, give compliments, use respectful language, share and take turns, use kind hands and feet)

Always be honest

(Tell the truth, no matter the circumstance)

Respect property: school or other people's

(Tidy up toys, take care of school equipment, books and furniture, make sure you get permission to use others' things)

Safe

Always keep your hands and feet to yourself

(Respect others' personal space and boundaries, keep feet on the floor inside)

Be calm and considerate in and around school

(Walk around school safely, speak quietly whilst indoors)

All staff

- Refer to 'Ready, Respectful, Safe' principles

- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson.
- Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
- **Follow** up every time, retain ownership and engage in reflective dialogue

Leaders in school

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency. Leaders will:

- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies

Pupils want practitioners to:

- Give them a 'fresh start' to every lesson/session
- Help them to learn and feel confident
- Be just, fair and calm
- Have a sense of humour
- Care, be curious and demonstrate compassion
- Model behaviour expectations
- Have mutual respect, even when the behaviour displayed is perceived as more challenging

Positive Behaviour Strategies

Within the Federation of Mellers Primary School and Nottingham Nursery School, we promote positive behaviour which is underpinned by our core values. The child's age, stage of development and developmental needs will be taken into consideration when responding to undesired behaviour.

To do this, we implement the following strategies:

- **Clear Expectations:** We set clear, consistent expectations for behaviour and we communicate these to pupils and parents/carers. We will have consistent routines that are communicated to the children. For our younger children, we will use music/songs to support with some transitions.
- **De-escalation and redirection** – An opportunity to calm down as needed. Gentle encouragement in the right direction.
- **Modelling:** Staff model respectful and positive behaviour in their interactions with pupils and each other. Modelling behaviour/communication for the child, e.g. 'What we need to do is....' Sharing a script as needed, e.g. 'Can I have it please?'
- **Social and Emotional Learning:** We integrate social and emotional learning into the curriculum to help pupils develop empathy, self-regulation, and conflict resolution skills.

- **Emotion coaching – Step 1:** Recognising the feelings and empathise with them. Observe, listen, and learn how the child expresses different emotions. Watch for facial expressions, body language, posture, gestures, tone of voice, and speed of speech. **Step 2:** Validate the feelings and label them (E.g., *'You look sad. I wonder if ...'*). **Step 3:** Set expectations: Explain what is acceptable behaviour (if needed). Perhaps a kind reminder is all they need. **Step 4:** Problem-solve with them (E.g., *Let's sort this out. Next time you could do this....*)
- Deliberately and persistently catching pupils doing the right thing and give direct praise them in front of others.
- Knowing our classes well and developing positive relationships with all pupils.
- Relentlessly working to build mutual respect.
- Demonstrating unconditional care and compassion.
- Use of visual support where necessary e.g. signs and symbols.
- Staff will not talk negatively about children in their presence and must avoid blaming/shaming behaviour.

Rewards for good behaviour

For pupils in Key Stage One and Key Stage Two we use an internet-based system called Arbor, which all members of staff can hand out points to children when they do something well. Every child in school has been sorted into a house (Air, Fire, Earth and Water). When good behaviour is demonstrated, a 'House Point' can be awarded on Arbor which is logged onto the system. The children collect House Points which equate to individual rewards. In turn, this adds to the running total of House Points for each Mellers' house. When a particular milestone is reached, all members of that house will receive an extra playtime.

For pupils in Early Years, we use visual systems within the learning environment to recognise good behaviour. These are instant and meaningful for the children.

House Points will be rewarded for:

- Good effort with a particular piece of work, spelling tests or multiplication tests, being on task and ready to work; bringing reading diaries to school, with evidence of reading with an adult (these are just examples and not an exhaustive list). One badge will usually be awarded, but this can be increased to more in the case of exceptional work.
- Consistently behaving correctly or for an exceptional piece of work.
- Being kind, caring or helpful.

Recognition Boards

Each week, the class teacher will choose a behaviour focus for their class to suit their needs and that relates to the three school principles. This focus will be displayed on the recognition board. The teacher will add the names of the children that meet that particular focus to the recognition board. This can be used to inform House Points on Arbor.

Celebration Assembly

At Mellers Primary School, there will be a weekly assembly in which good work and behaviour will be celebrated. Each Friday, class teachers will choose a child in their class to receive an award. This is a certificate for children who have made an impact on their class in some way during the week. Parents/

carers are invited to attend this assembly to celebrate the good work that takes place in our school. Every half term, each class teacher will nominate one child for the Wise Owl award, which rewards children who have made a significant contribution to Mellers School.

Practical steps for managing and modifying undesirable behaviour:

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct, ensuring that we follow the 'RiP and PiP' procedure: **Praise in Public, Reprimand in Private.**

Step 1: The reminder

A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Example script:

You are not being (ready, respectful safe) because you are choosing to (talk when I am talking).
Do you remember (yesterday when you listened really carefully)?
That is the person I need to see today.

Step 2: The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Example script:

I notice that you are still (talking to your partner whilst I am talking).
This breaks the rule of (being ready and respectful).
If you choose to (continue talking to your friend) then (you will owe me 3 minutes at breaktime to discuss). If you choose to (stop talking and listen) we can (continue with the lesson).
I will leave you to make your choice.

Step 3: The time-out

The learner is asked to speak to the teacher away from others. This will be 3 minutes of time that the child will 'owe back' to make up for lost learning. This could be at playtime or during lesson time. Boundaries are reset. The learner is asked to reflect on their next step and their feelings. Again, they are reminded of their previous conduct/attitude/learning. The learner is given a final opportunity to

reengage with the learning / follow instructions for the rest of the day. Children should only stand outside classrooms during lessons if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Example script:

You made the choice of (talking over the top of the teacher)

I understand/ hear that you may have been (finding the work difficult/ feeling distracted by others) but it is important that we (listen carefully in lessons).

What could you do differently for the rest of the day? How do you think you could avoid this happening again?

Step 4: Restore

Sometimes, incidents occur which require more time and discussion to ensure that all learners feel safe. The reparation meetings at Mellers Primary School are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

- 1 What's happened?
- 2 What was each party thinking/feeling?
- 3 Who feels harmed and why?
- 4 What have each party thought since?
- 5 What behaviours will each of us show next time?
- 6 Reaffirm your commitment to building a trusting relationship.

Staff at will take responsibility for leading Reparation meetings, Middle Leaders will support when requested.

Outliers

There are four kinds of behaviour, which are totally unacceptable and will require resolving without necessarily moving through the practical steps.

1. Bullying, intimidating, threatening or verbally abusing others (including swearing) about: disability, ethnicity, gender, religion, belief or faith background or sexual identity.
2. Refusing to co-operate with, or being abusive to, an adult
3. Being violent or hurting others
4. Deliberately causing serious damage to school or other people's property

Any child that causes damage to school property will be asked to pay to replace or repair it. The incident will be discussed with the parent.

These behaviours must be recorded using Arbor. They must be categorised using the following criteria:

Consequence One

A restorative conversation held and a consequence, for example, missed break time to be agreed with all parties involved. Parents to be informed by the end of the day.

Consequence Two

A form to report discriminatory incidents must be completed and further support given to fully understand the impact of their actions on others must be undertaken. Parents to be informed by the end of the day.

Consequence Three

A referral for further behaviour support to be made through Billie Wilson (Behaviour Lead) or Laura Patel (SENDCo). Parents to be informed by the end of the day.

Consequence Four

Referral to a leader within school. This may result in a suspension.

Suspension

Mellers is an inclusive school where we value all children and believe they are all entitled to experience success at our school. Nevertheless, repeated or very serious incidents of unacceptable behaviour may in certain circumstances lead to a period of fixed term exclusion from school. Extremely serious misbehaviour may lead to permanent exclusion.

Positive Handling

In the very last instance, staff members who are trained are able to use safer handling techniques to prevent pupils from injuring themselves or others, or damage to property. Positive handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the Head teacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

Handling of children should only be done in these situations and by a trained member of staff. All incidents in which a child has been handled must be recorded using the correct forms.

Safeguarding

Safeguarding is everyone's responsibility, and all adults must act upon any concerns they may have about a child's behaviour or welfare. Adults must report any behaviour displayed by a child which gives reason to suspect that the child is suffering from neglect, trauma or is at risk of significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

SEND and Equal opportunities:

The school will also consider whether the displayed behaviour is an indicator that the child's educational, or other needs are not being met. The involvement of the SENCO and external advisors will be sought and make reasonable adjustments. This may include Behaviour Support, SSENS, Educational Psychologist, Virtual Schools and Counselling/Therapy services. In this instance, the school will consider whether a multi-agency assessment of the child's behaviour would be necessary.

We are a 'Trauma Aware' and an 'Attachment Aware' school and our approaches to behaviour are tailored to each individual child and driven by a focus on every child's right to have their well-being nurtured and their sense of belonging fostered. The development of loving and trusting relationships between practitioners and children is pivotal to the work on behaviour support in school and above all else children are protected from experiencing rejection and shame. As a staff we work with the latest developments in neuroscience and work tirelessly to support healthy brain development. Brain development and ultimately individual child behaviour is supported by enabling ALL children to succeed.

Deaf Inclusion

The Nottingham City Focus Provision for Deaf Pupils is part of Mellers Primary School. We are committed to meeting the needs of deaf pupils by establishing models of good practice that facilitates 'access to learning'. This is the inclusive practice and differentiation that ensures the deaf pupil's environment is structured and modified to promote inclusion, learning and access to the core curriculum, the culture of the educational setting and broader social inclusion.

Research confirms that hearing loss in itself is not a risk factor for poor behaviour: increased severity of hearing loss is not related to the level of behaviour problems a deaf pupil may display. However, deafness is itself a risk factor for language delay and low language competence and this in turn can be linked to behaviour problems for both deaf and hearing pupils.

Focus provision staff at Mellers Primary School have identified the following adaptations that aim to make the Relationship policy accessible and meaningful to Deaf pupils primarily by supporting their acquisition and understanding of the language used throughout the policy.

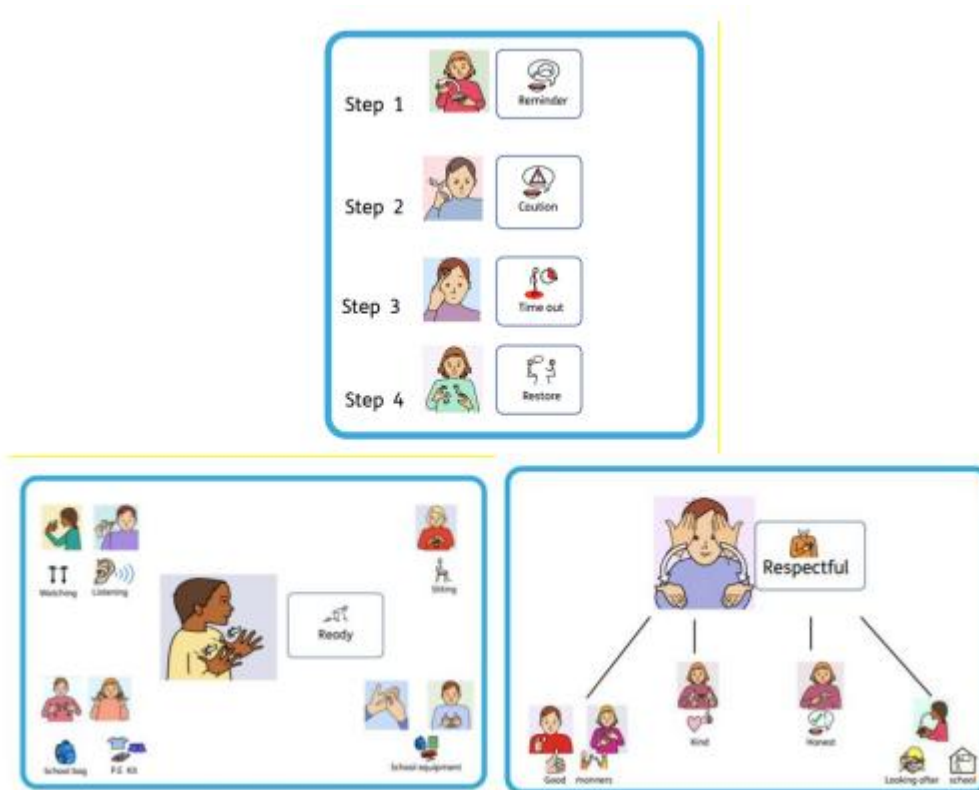
Adaptations

Additional teaching within the FP Teaching sessions that address the individual learning needs of each deaf pupil will take place in the Focus Provision focussing on:

- meaning of the key words and vocabulary used throughout the Policy.
- social understanding and social behaviour.
- understanding the specific practical management steps.

Visual Supports

Each classroom to display key written words with signs taken from the BSL lexicon. These can be displayed with the appropriate widget symbols to support understanding of the written word and printed BSL sign e.g.,



Communication Support

- To ensure understanding and clarity of communication:
- Deaf pupils must be given the opportunity to have the practical management step scripts delivered to them in their preferred mode of communication (BSL or SSE) by a member of Focus Provision team.
- All staff members to request communication assistance of members of Focus Provision team when initiating practical management steps.
- All staff members initiating practical management steps to deliver spoken scripts alongside the appropriate signed support.
- Responsibility for delivering the practical management steps must remain with the staff member who initiates the process and not delegated to other staff offering communication support.
- All Mellers' staff to learn how to make the key signs relating to the practical management steps.
- Practical management steps must be delivered by staff members in a suitable quiet environment following the golden communication rules. Focus Provision staff will check that hearing aids and cochlear implants are working optimally.
- All Mellers' staff to understand the importance of clear body language and facial expressions to support pupil understanding.
- When contact with parents is necessary staff can make direct contact with hearing parents of deaf pupils as they would normally. When communication is required with a deaf parent, support can be offered by the Focus Provision team.

Health and safety:

A generic approach to the health and safety of children is appropriate, as no specifically risk attributed activities are routinely included within the inclusive practice of staff when approaching individual children's behaviour.

However, there is an overarching understanding that if children display aggressive behaviour or behaviour that could in anyway place others at risk, the area around the child in question should be cleared of children, adults and any items that could be used as ‘missiles’. A trauma aware practitioner will remain present to support the child as appropriate and reintegrate them into the session when it is considered safe and emotionally appropriate to do so.

Parental Involvement

We talk to parents and carers about our approach to behaviour at an initial meeting. Parents/carers are informed of any incidents of inappropriate behaviour and the action which was taken on the day that the incident occurred. We also like to inform parents/carers of positive behaviour and encourage them in a non-intrusive way to let us know of any events taking place within the home, which may be influencing their child’s behaviour e.g. the arrival of a new baby or any medication that they are taking

Organisation/Resources:

There are a range of behaviour support resources available in all areas of the school, including the sensory room, attachment toys etc. All staff have responsibility for the organisation, upkeep and renewal of these resources.

Roles and Responsibilities:

Governing Body	• Reviewing and approving the Behaviour Policy in conjunction with the Headteacher. • Monitoring the policy’s effectiveness. • Holding the Headteacher/SLT to account for its implementation.
Headteacher and Senior Leadership Team	• Approving and reviewing this policy in conjunction with the Governing Body. • Ensuring the school environment encourages positive behaviour. • Ensuring staff deal effectively, consistently and fairly with any poor behaviour. • Monitoring the effectiveness of the policy in school. • Providing new staff with a clear induction into the school’s behaviour culture to ensure they understand the rules and systems. • Offering appropriate training in behaviour management and the impact that Special Educational Needs (SEND) and mental health can have on behaviour. • Ensuring the policy works alongside the safeguarding policy to offer students both sanctions and support when necessary. • Ensuring that data from Arbor is reviewed regularly to ensure no groups of students are disproportionately impacted by this policy. • Support risk assessment procedures for children that need it.
Staff responsibilities	• Creating a calm and safe environment which supports children’s well-being. • Establishing and maintaining the school rules with clear and consistent boundaries and routines. • Implementing the behaviour policy consistently. • To deliver lessons and other learning activities which offer differentiation and creativity to all children. • To take responsibility for personal skill development and communicate any perceived weaknesses to SLT, therefore ensuring support and training.
Staff responsibilities	

	• To support the behaviour of children in a positive and creative way, ensuring at all times that children are never exposed to feelings of shame or rejection and avoid describing child's behaviour to other adults in front of the child/ren. • To remain aware at all times that behaviour is a means of communication and to respond to every child individually. • To attend CPD/PSED meetings, thus ensuring high professional standards. • To build positive relationships with all children and become attachment specialists for those children who need it. • To remain aware of the impact of attachment and trauma on children's behaviours and respond accordingly. • Modelling expected behaviour and developing positive working relationships. • Follow the 'Staff Code of Conduct'. • To make themselves aware of safeguarding procedures and the whistleblowing policy. • To remain calm under pressure and avoid shouting at children. • Make referrals to the SENCO and outside agencies where additional support and/or strategies are needed.
Parents/carers	• Take an active and supportive interest in your child's learning and progress. • Supporting the school's policies and guidelines for behaviour both in school and whilst on their way to/ from school. • Ensuring that the school is made aware of any changes in circumstances which may affect their child's behaviour. • Attending meetings with teachers or support staff following any behaviour incidents. • Ensuring that all school staff are treated with courtesy and respect at all times both in person and on phone/ email. • Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school. • To provide the school with an emergency contact number and keep this up to date.

Sources and references:

The Behaviour Policy also links to the following school policies:

- Attendance Policy
- Anti-Bullying Policy
- Child on child abuse policy
- Child Protection Policy
- Code of Conduct
- Equalities Duty Policy
- Home School Agreement
- ICT and Internet Acceptable Use Policy
- Positive Handling Policy

- Safeguarding Policy
- SEND Policy
- Suspensions and Exclusions Policy
- Whistleblowing policy

The following documentation underpins all practice, provision and policy/procedure in school

- Keeping Children Safe in Education
- EYFS Statutory Framework 2025

Monitoring and Review

We regularly review our Behaviour Policy to ensure it meets the needs of our school community. Feedback from pupils, staff, and parents is valued and used to make improvements.