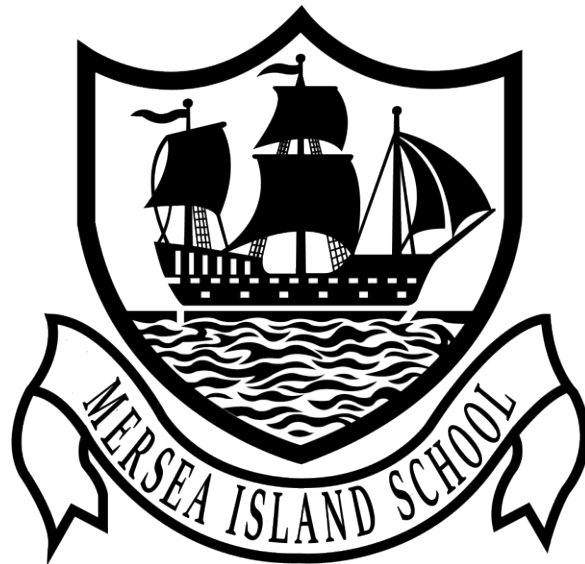




A Positive Approach to Managing Behaviour Policy

February 2026

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At Mersea Island School we are building a community, at the heart of island life, which is founded on mutual respect, strong relationships, resilience and honesty. All members of the school are expected to take responsibility to ensure everyone feels safe and valued. As a community we work to equip everyone for the demands and opportunities of education, work and life. We teach through an engaging, constantly evolving and creative curriculum to ensure learning is purposeful and enjoyable.

At Mersea Island School we CARE:

Community

Aspiration

Respect

Enjoyment

Our school rules are based upon this, we:

CARE, Be Kind, Be Safe

Introduction

The vision, aims and rules shown above form the basis of everything we do at Mersea Island School. In particular, they inform our Behaviour Policy. It is the responsibility of the whole school community to uphold our aims and expectations, including pupils, staff and parents. As a school we recognise the importance of trust, openness, fairness and consistency. We appreciate that every person is unique and take a genuine interest in supporting and nurturing every individual to being the best they can be. We promote a school culture which builds children's emotional awareness, self-regulation and containment. There is a strong sense of belonging which is embedded in the ethos of our school.

There is a consistent restorative approach towards managing behaviour which is in place across the whole school, the pupils are introduced to it within the Nursery and all members of the school community are fully aware of expectations, rewards, restorative interventions and procedures. There is an embedded mantra within the school, based on our school rules, Care, Be Kind, Be Safe, which pupils are all very familiar with. Pupil voice plays a very important role in decision making within our school community, pupil views have informed our approach within this policy.

There is a strong emphasis on recognising positive behaviours which are celebrated regularly within classes, across the school and beyond. There are information evenings throughout the year for parents and training for all staff so that we ensure there is a consistent approach and the highest possible standards of behaviour are maintained. It is our intention that parents are fully aware of the standards of behaviour expected in our school. This is achieved through regular consistent dialogue with parents around behaviour (positive and challenging) throughout the school and the living embodiment of our expectations exemplified by our pupils both in school and the wider community.



As children move through Mersea Island School, our Behaviour Policy is designed to grow with them, reflecting their increasing maturity, independence, and understanding of personal responsibility. In the Early Years, the focus is on establishing clear expectations, routines, and positive reinforcement to help children understand right from wrong in a supportive and nurturing environment. As pupils progress through the school, they are encouraged to take greater ownership of their behaviour, with an emphasis on reflection, restorative approaches, and understanding the impact of their actions on others. Expectations become more nuanced, with older students playing a role in modelling positive behaviour and contributing to a respectful school community. This progressive approach ensures consistency while allowing for developmentally appropriate strategies that support each child's social and emotional growth.

Positive Behaviours

Mersea Island School has the highest expectations of behaviour for all pupils. Pupils are generally very well behaved, polite and considerate and this is the expected norm. Pupils have positive attitudes towards learning. Pupils' good behaviour is recognised and celebrated in many ways:

Positive Verbal Recognition - This is our main way of promoting our high expectations. Pupils' positive behaviours are praised rather than rewarded as high standards are the expected norm. All staff make sure that the language they use is positive, and reinforces the desired behaviours and core values. We build on pupil strengths and nurture their confidence. Recognition boards are used within the classrooms for pupil's positive learning behaviours and attitudes to be swiftly acknowledged and praised.

Stickers - Where appropriate, these may be used for a variety of purposes to praise and encourage. Staff, including Midday Assistants and Learning Support Assistants, may give out stickers, making sure they explain clearly to the child why the sticker has been awarded. Headteacher Award stickers are given to children for good work, behaviour, and acts of good citizenship or any kind of special achievement.

Ship Tokens - The school operates a 'Ship' system with all pupils being assigned to one of four ships: Beatty, Drake, Grenville or Nelson. All pupils work hard to collect Ship Tokens. These are awarded to pupils who demonstrate they have gone 'over and above' e.g. sustained excellent attitudes to learning, within and beyond the school day, continued extra efforts being maintained, excellence in effort invested or attainment, showing truly commendable community care and kindness etc. Every child is rewarded for their achievements as individuals, relative to their 'learning journey'. In addition, pupils may be awarded Ship Tokens for group and class work/efforts or to acknowledge



their contributions to extra-curricular activities or representing the school at an 'outside' event. Each pupil has an individual Ship Award Card which enables them to record their achievements (see appendix A). We have an awards system in place which allows us to celebrate individuals' success (see appendix B). On achieving an award the pupil's efforts and achievements are celebrated with them. They are then presented with a certificate (see appendix C) in class or at whole school 'Celebration Assembly' and are also rewarded with a small award when they achieve particular milestones (see appendix B).

Ship Tokens also contribute to class rewards (as outlined in appendix B), thus encouraging a supportive and caring working community approach. The total number of Ship Tokens for each ship is announced at the end of every half term in Whole School Ship Assembly and a trophy is awarded. The totals are also shared on our school website.

Celebration Assembly - This special assembly is held for each Key Stage on a Friday. Pupils are nominated by their class teacher, who explains to everyone why they have chosen the child to be celebrated. This may include pupils who have demonstrated good citizenship or who have achieved outside of school. The children share their work or achievement with the rest of the Key Stage, receive a Headteacher Award and the children are also celebrated in the weekly newsletter to the whole school community. There is also a tiered system for acknowledging attainment in learning times tables facts. Badges for achievement in this area are given out in Celebration Assembly.

Communicating with home - Pupils take their certificates home to share with their family. The Headteacher and class teachers will contact parents/carers to share and celebrate exceptional behaviour or work. Class teachers may also send special postcards home to celebrate pupil achievement. We aim to communicate with parents in person or by telephone conversation, where possible. However, homework diaries and emails may also be used for staff to communicate with parents/carers when a child has made a notable effort or achievement in class. We actively seek opportunities to share a pupil's successes and recognise this is a powerful mechanism in sustained successful behaviour management and parental engagement.

Support for Behaviour

At Mersea Island School we recognise there will be times when some pupils will need support in meeting the behaviour expectations outlined in this policy. All staff are aware that there is a myriad of reasons why some children will need support - having been trained in Trauma Perceptive Practice. We advocate working with the children to promote the standard of behaviour expected and develop a partnership that will support



sustained positive behaviours in the future. Our approach is restorative in nature and is underpinned by strong professional relationships across the entire school community.

It is the responsibility of all staff (led by the Headteacher) to

- Implement the school positive Behaviour Policy fairly and consistently throughout the school.
- Understand that this policy outlines our approach to promote positive behaviour and the restorative interventions used to deal with challenging behaviour; that it's purpose is to inform and act as a reference point when making decisions concerning behaviour.
- Understand that we must maintain a standard of behaviour that allows all pupils to feel safe, valued, happy and be ready to learn.
- Be aware that all behaviours are a form of communication.
- Be calm and offer support and tolerance while demonstrating emotionally intelligent behaviour.
- Share in the high expectations of positive behaviour.
- Set expectations of positive behaviour and what this looks like.
- Where needed, seek support from the wider professional network/agencies to problem solve challenging behaviour.
- Log incidents on CPOMs (where appropriate ABC forms will also be completed in order to identify triggers) and ensure that all relevant staff are made aware of these. For children who have frequent behaviour incidents, it will be the Inclusion Manager who will decide the point at which ABC forms are completed. Normally this is where more than 50% of the weeks in a half term have resulted in a period of supervision or parents being contacted regarding behaviour concerns.

Use a common language, for example:

I like how you have...

I noticed you were...

Thank you for being so ...

I understand how that might have made you feel...

I wonder if...

I can see that...

- Take time to understand all the facts related to the incident before giving restorative interventions.
- Help co-regulate behaviour with pupils - use Zones of Regulation if appropriate.
- Support pupils to understand the impact of their behaviour and why it has



consequences.

- Contact parents of all pupils involved to report an incident and explain what action has been taken.
- Staff must be aware of the need to maintain confidentiality and adhere to GDPR requirements at all times.

It is the responsibility of the pupils to:

- Understand the school rules so that they are confident about expectations and what they look like.
- Understand that it is their responsibility to make the right choice and that all staff members are there to **help and support** them with this.
- Be able to make amends (with co-regulation if necessary), if challenging behaviour has been displayed.
- Understand how their behaviour affects others.
- Take responsibility for their actions.

It is the responsibility of the parents/carers to:

- Work collaboratively with the school, upholding the expectations, so that the pupils get a consistent message about expectations both at home and at school.
- Offer their children encouragement and support to uphold expectations.
- Make swift initial contact with their child's class teacher if they have any concerns about the behaviour of their own child or the behaviour of others.
- Report immediately to a member of the Senior Leadership Team if they have any immediate concerns about bullying or child on child abuse.

It is the responsibility of the governors to:

- Support the Headteacher and staff to implement the positive Behaviour Policy.
- Read and understand the policy as an outline to promote our positive approach to behaviour, including the restorative interventions for unacceptable behaviour.

Review and evaluation - The Headteacher, Senior Leadership Team and Governing Board are responsible for reviewing and evaluating this policy. Information received by governors includes termly reports by the Headteacher, in addition to a safeguarding report which includes any incidents of bullying/child on child abuse or prejudice behaviour. Behaviour is always included in the focus of governor climate visits.

Restorative interventions

There is an agreed system of restorative interventions which are used to communicate



to all stakeholders, disapproval of unacceptable behaviours by all staff (see Appendix D). These interventions are applied consistently by all staff but it is acknowledged and understood that there is an element of 'flexibility' which allows particular individual circumstances to be taken into account e.g. when a pupil has particular emotional/physical needs or where there is a Consistent Management Plan in place. It is important for all pupils to understand that the rules are the same for everyone, this will also help them to prepare for the next stage and for their role within the wider world.

Physical Aggression and swearing

Acts of physical aggression, swearing and refusal to follow adult instructions are not tolerated and will always result in the child being asked to take some time to reflect on their behaviour with a member of the Senior Leadership Team. Children are taught strategies which using our school buzz phrase 'Please stop it, I don't like it when....' If the buzz phrase is used to no effect then children are expected to tell a member of staff immediately. Staff always listen carefully to the context of any dispute and take the time to talk to all individuals involved.

Consistent Management Plans - For physical behaviours only.

These are for pupils who require further support than that outlined above. Plans are always written by a small group of staff who work regularly with the pupil. Plans are reviewed regularly. Consistent Management Plans are always shared with the SLT. The plan always focuses on the key, desired behaviours.

The basis for the plan continues to reflect the levels of support outlined above but may include:

- Rules specifically for the pupil, that expand on the school rules
- Visual charts
- Tailored rewards - agreed by parents and the school
- Specific consistent language, rewards and restorative interventions used by all staff
- Opportunities for calming and reflecting
- An agreed communication route with parents - written or verbal

Exclusion - this is used only in exceptional circumstances, where a child is consistently undermining the good order of the school, impacting on the education of other pupils or threatening the well-being of other pupils, staff or putting themselves in danger.

- Exclusion is only ever authorised by the Headteacher.



Power to search pupil property without consent - this is only undertaken, by an accompanied member of the Senior Leadership Team, if there is reason to believe that there is a prohibited item (e.g. mobile phone), or one which is likely to cause harm or injury to another person, in a child's possession within the school setting e.g. knives, weapons, alcohol or 'drugs'. Any items found are held by the school, or in the case of 'dangerous items' passed to the police. Parents are informed immediately.

Confiscation of inappropriate items - any member of staff may confiscate items from pupils which are 'prohibited within school', this may also apply to items which the school has banned or those which a child has been repeatedly requested not to bring to school. An agreed period of confiscation is communicated with the child and items stored within school or handed to the police, if dangerous (parents would be aware of this and any follow up actions taken). The items stored in school will always be returned to the child by the end of the term in which they were confiscated. Parents will be informed if a mobile phone has been confiscated so that they can collect it at the end of the day.

Use of reasonable force - members of staff have the power to use reasonable force to prevent a pupil from injuring themselves or others, causing severe damage to school property or in a situation in which the child is deemed to be 'at risk' e.g. running across a road.

Pupils' conduct outside the school gates - members of staff have the power to apply restorative interventions for pupils who misbehave outside of the school premises 'to such an extent as is reasonable'. This may be the case when a pupil is misbehaving when:

- taking part in any school-organised or related activity
- travelling to or from school
- wearing school uniform
- using social media
- is in some way identifiable as a pupil at our school.

Restorative interventions may be applied by the school if a pupil's behaviour outside of school premises:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour, school staff can only apply restorative interventions for



the pupil on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Child-on-child abuse (including sexualised behaviours)

Child-on-child abuse can manifest itself in many ways. We do not tolerate harmful behaviour of any kind in school and will take swift action to intervene where this occurs, challenging any inappropriate behaviours. We do not normalise abuse, and it is not tolerated in our setting. Our culture is very much one that follows our CARE ethos of Care, Aspiration, Respect, Enjoyment.

Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required.

Our school recognises that some children may abuse other children and that this may happen in school, or outside of it. We understand there are many factors which may lead a child to display abusive behaviours towards other children, and that these matters are sensitive and often complex. We recognise our school may be the only stable, secure and safe element in the lives of some children, particularly those who have experienced harm and trauma. We have a duty to safeguard all children and, whilst inappropriate behaviours will be challenged and addressed, it is in the context of providing appropriate support to all children in our school where harmful behaviour has occurred. We will, at all times, take a balanced and proportionate approach to risky or harmful behaviour.

We understand the barriers which may prevent a child from reporting abuse and work actively to remove these. We use lessons and assemblies to teach children about healthy, positive relationships, how to report concerns, and to help them understand, in an age-appropriate way, what abuse is. We aim to provide children with the language to report abuse and to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so. We never assume, if abuse is not being reported, that it is not occurring in our school – we are vigilant to signs of abuse and promote a culture of safety and understanding.



Appendix A - Ship Award Card

Bronze Award Card



Belonging to

*Helping
Grenville sail to success!*





Appendix B - Awards Progression

Awards



Bronze	= 50 Ship Tokens
Silver	= 100 Ship Tokens
Gold	= 150 Ship Tokens
Platinum	= 200 Ship Tokens

Class Rewards:

Bronze	= Film Afternoon
Silver	= Half Day Activity
Gold	= Class Day Trip



Appendix C - Award Certificate

Bronze Award

This is to certify that

*has been awarded 50 Ship
Tokens in recognition of hard
work, good behaviour and
positive contributions to school
life.*

**Congratulations on this excellent
achievement.**



Sailing to success....Silver next!



Appendix D

Positive approach to Behaviour Guidelines

Restorative Interventions

In the use of restorative interventions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences.

Restorative interventions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. Whilst our restorative approach is introduced in Nursery, it is progressive as pupils move through the Foundation Stage as part of their PSHE curriculum.

We have an agreed system of interventions to register disapproval of unacceptable behaviour. Responses range from polite reminders to exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise the disruption to others, especially during teaching and learning time.
- Provide every opportunity for the children to correct their own behaviour, make good decisions and prevent further sanctions being applied.
- Allow early involvement of parents, senior leaders, Inclusion Manager and support agencies.
- Do everything possible to avoid exclusion from school.

When restorative interventions are applied, children are helped to understand why, what they have done, is not acceptable. We express our displeasure with the action and never the child.

Restorative interventions Procedure

Children are made familiar with our procedures and know what will happen next if they continue the behaviour or refuse the intervention. Professional judgement is required regarding which step best reflects the most suitable intervention, given the behaviour displayed. A child displaying any kind of physical aggression towards anyone or swearing/using inappropriate language would be asked to take 'time out' to reflect on the situation. However, as a general rule for minor misdemeanours, the following sequence of sanctions should be adhered to.



If unacceptable behaviour occurs:

1. **Reminder** – There is a short but focused intervention conversation with the pupil quietly reminding them of the school rules and reinforcing expectations:

Remember our school rules CARE, Be Kind, Be Safe – I have come to talk to you because...

I noticed you are... (having trouble...)

You have been asked to...

You are choosing to...

Remember when I saw you... (recall a previous positive reaction/behaviour)

That is what I need to see you do today.

Thank you for listening (move away and give the child 'take up' time)

Reminder may be repeated once more if reasonable adjustments are necessary.

If unacceptable behaviour continues...

2. **Escalation** – a clear, brief conversation is delivered to the pupil, privately where possible, making them aware of their continued behaviour and outlining the consequences if they continue.

Pupil will be told to 'Think carefully about making the right choice' and encouraged to do so.

3. **Last Chance** – pupil will be given the final opportunity to make the right choice, the short but focused intervention conversation will be used again to reiterate expectations.

Remember our school rules CARE, Be Kind, Be Safe – I have come to talk to again because you are continuing not to follow our rules.

I noticed you are continuing to...

You have been asked to...

You are continuing to choose to ...

Remember when I saw you...(recall a previous positive reaction/behaviour)

That is what I need to see today



Thank you for listening (move away and give the child 'take up' time)

When a pupil reaches Step 3, the member of staff will inform them that they will be required to 'walk and talk' for 2 minutes at the start of play or lunchtime (this cannot be reduced, removed or substituted as it is important there is the opportunity for a reflective conversation so the pupil understands the impact of their behaviours on others and learns to take responsibility for their actions). This will be logged on CPOMs under the behaviour category. If a pupil reaches Step 3 during the afternoon session the Walk and Talk will happen as soon as is feasibly possible. The class teacher will make every effort to ensure this takes place with an LSA if they are not able to leave the classroom.

If the child continues to display unacceptable behaviour move to Step 4.

4. *Time to reflect* – the child will be asked to move to a quiet spot or area where they are able to think about their behaviour, calm down (if needed) and to self-regulate so they are able to make good choices.

If the child does not regulate after Step 4 and continues to display unacceptable behaviour, a Senior Leader will be informed immediately and will attend to speak with the child about expectations and encourage them to make the right choice. The child will spend playtime and lunchtime under the supervision of a Senior Leader/Pastoral Leader who will ensure they have time to eat their snack/lunch, get fresh air and go to the toilet.

When a child reaches the threshold of SLT intervention, parents will be informed (by the class teacher) of the child's unacceptable behaviour, either in person (if possible) or on the telephone. Parents may be invited to attend a more formal meeting to discuss their child's behaviour and to share expectations and agree 'next steps'.

5. *Repair* – the child will be offered a time for a restorative conversation following steps 1 – 4.

The adult will ask the child the following 5 questions:

- a. *What happened?*
- b. *How do you feel about what happened now?*
- c. *Who do you think your behaviour affected?*
- d. *What should we do to put things right?*
- e. *What will you try to do next time to help you make better choices?*



For any child who is repeatedly exhibiting low level behaviours and getting to step 2 or a regular basis, a Senior Leader/Pastoral Leader will be made aware and will meet with the child to ensure expectations are made clear to them. The class teacher will ensure the child's parents/carers are made aware that the conversation has needed to happen and will agree to maintain close communication to report on their child's behaviours for a period of five days.

For any incidents of hitting, deliberate hurting, swearing, rudeness or refusing to follow an adult instruction...

If an incident occurs in class – the class teacher will inform a Senior Leader/Pastoral Leader who will attend, the child will come out of setting to have some reflection time. The Senior Leader/Pastoral Leader will ensure the child is fully aware that the behaviour is not acceptable and will explain the restorative interventions which will take place as a result i.e. parents informed, the child will spend playtime and lunchtime under the supervision of a Senior Leader/Pastoral Leader and will lose trusted privileges e.g. option to join in with football, access to quiet area. If appropriate, the child will apologise or take steps to repair the relationship/s that were affected (with other pupils and staff). The Senior Leader/Pastoral Leader will ensure the child will have time to eat their snack/lunch, get fresh air and go to the toilet.

This incident is logged on CPOMS and will be reflected in the colour coding on reports to parents.

For incidents which are lower level, restorative interventions 1 – 5 will be followed.

The Restorative Approach

It is important that a child is able to directly relate inappropriate behaviour to the impact it has on both themselves and those around them. Praise and positive communication is incredibly important to us. We focus on the good choices being made by the child since the incident, linking our conversations back to our core values and school rules CARE, Be Kind, Be Safe, so they are embedded in our approach. The aim is for all our pupils to understand what it means to be a good person, to be kind, honest and to admit when we have made mistakes so we can learn from them and move on. We encourage all our pupils to care and look after each other and to keep each other safe. We want our pupils to know how to be good citizens when they move beyond the school gates.

We are fully committed to safeguarding all pupils and staff.

This policy should be read alongside our Child Protection Policy.



***This policy was approved on 7th September by the Senior Leadership Team
This policy will be reviewed on an annual basis.***