Approval date: September 2026
Review date: September 2027
Committee: Curriculum & Standards

Positive Behaviour Policy

Introduction

We believe that the children in our school should have a happy, secure and positive environment in which to learn and grow. We believe in the importance of a positive approach to the behaviour of children and adults in school, with the emphasis being on promoting and celebrating positive behaviours in all aspects of school life, in order to ***Be The Best We Can Be***

This policy should be read alongside the following DFE statutory guidance and documents

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)
- Searching, Screening and Confiscation in Schools (DfE, July 2023)
- Preventing and Tackling Bullying (DfE, updated within the Preventing Bullying collection)
- Keeping Children Safe in Education 2026
- Restrictive Interventions, Including the Use of Reasonable Force, in Schools (DfE, effective April 2026)
- Suspension and Permanent Exclusion Guidance (latest version)
- Supporting Pupils at School with Medical Conditions
- Equality Act 2010
- Education and Inspections Act 2006
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

It is also based on the special educational needs and disability (SEND) code of practice.

Aims

Our aim at Mylor Bridge School in maintaining positive behaviour is to ensure the safety, happiness and achievement of our children. We manage this through:

- Ensuring consistently high expectations of behaviour in all aspects of school life, through our values of kindness, confidence, resilience, respect and self- awareness.
- All members of the school community modelling high behaviour standards for themselves and the pupils in our care.
- Ensuring that children know their right to be safe and secure in school; to have their voices heard and their opinions and beliefs respected.
- Enabling all children to learn without disruption
- Being proud of achievements and celebrating successes
- Recognising and offering help when children are dysregulated
- Ensuring consistency of reward; promoting intrinsic as well as extrinsic rewards
- Identifying concerning behaviours early, stepping in quickly and supporting throughout to ensure children feel calm, safe and supported.
- Working collaboratively with parents
- Referring to and working collaboratively with external agencies

Roles and responsibilities

The Governing Board:

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

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The Headteacher
The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff
Staff are responsible for:

- Implementing the behaviour policy consistently and modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

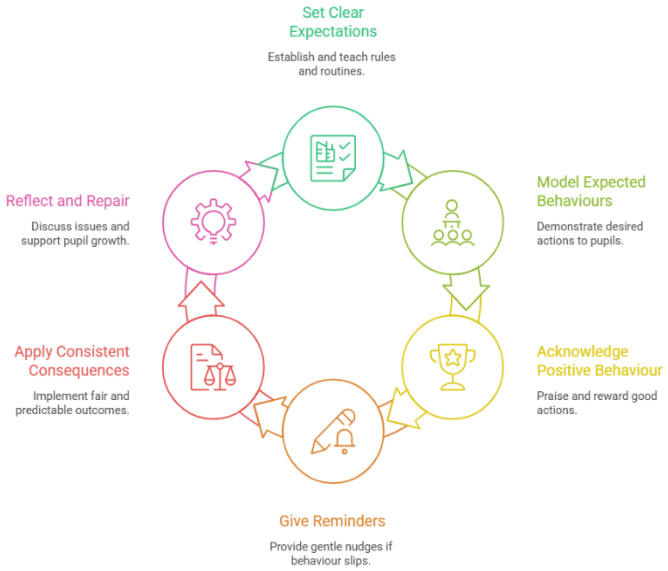
Parents
Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils
Pupils are expected to:

- Show respect to all members of the school
- Be active and engaged learners who take responsibility for their behaviour
- Move quietly around the school
- Treat the school buildings and school property with respect
- Behaving in a way that positively promotes the school when outside of school

Whole School Approach
At Mylor Bridge School, we fundamentally believe that building positive relationships is the key to positive behaviour in our school. We use the Positive Behaviour Model to inform and implement this strategy



Every member of staff takes an honest and caring interest in our children. We ensure that we *'notice the little things'* as this builds self-confidence, nurture and a culture of being noticed, seen and understood; pupils are encouraged to follow this lead through initiatives such as 'One Kind Word'

We work with our pupils to write and agree class charters at the start of every year. These charters are signed and displayed in classes so that children are clear of the expectations of positive behaviour across the school.

We revisit and explain rewards which children can gain either individually, as a group, class or whole school team – these rewards are celebrated as a class, Key Stage or in whole school assemblies – see appendix.

We understand that children will make mistakes in school life and this can mean breaking school rules, when this occurs, staff ensure that they fully understand the reasons, actions and reactions which took place – this does not negate the breaking of the rules, but does ensure fairness, parity, understanding and an ability to monitor and track any further similar difficulties in order to make links and monitor potential patterns; allowing for proactive emotion coaching to reduce instances of poor behaviour choices.

When children have broken a rule, they will always be given the opportunity to 'put things right' and will be supported through modelling and encouragement to do so by an emotionally available adult.

Emotion coaching is used effectively to help children regulate after a period of unsettled behaviour. Children are supported into a calm state before any unpicking of events or application of sanctions takes place. All staff have received training in Emotion Coaching from an Education Psychologist.

Sanctions for poor behaviour choices are applied consistently across the school. Where children have specific difficulties, an Individual Behaviour Plan will be jointly written with input from the child, parents, class teacher, Headteacher and SENDCo to outline specific rewards and sanctions that work better for the individual.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Pupil transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training
Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. All staff are trained in de-escalation techniques and follow the Team Teach ~~PRICE~~ guidelines. Behaviour management will form part of continuing professional development. Staff training and professional development is monitored by the Headteacher

Discriminatory Behaviour
School will not tolerate any discriminatory behaviour or language which contravenes any of the protected characteristics**.**

Extreme Behaviour
If children present with extreme behaviour, the Headteacher may action the exclusion policy (see separate policy)

Absconding
On the extremely rare occasion that a child my leave the premises unescorted, please see Absconding Policy

Bullying
No form of bullying is acceptable at Mylor Bridge School. Children are encouraged to speak out if they are a victim of or a witness to bullying. Fast, effective and supportive measures will be immediately actioned in these cases (see anti-bullying policy)
Agreed by the Governors of Mylor Bridge School on _____

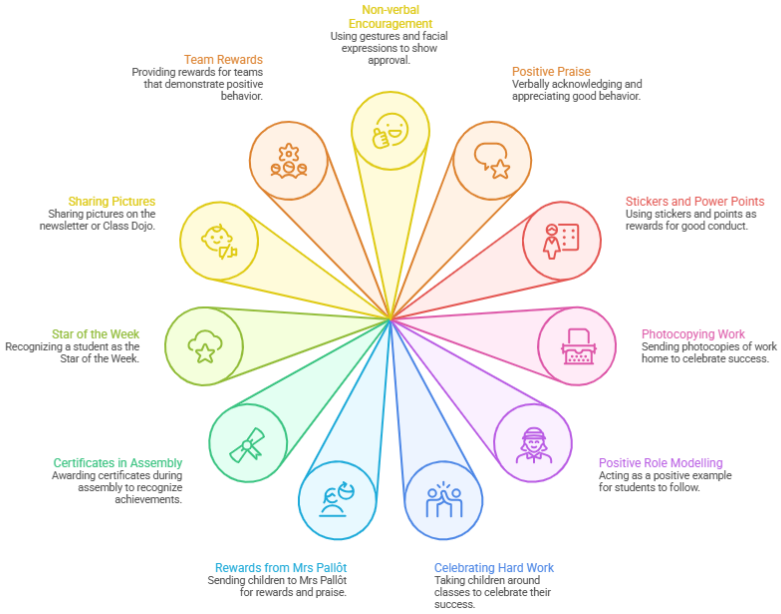
Signed: _____P Dale
Chair of Governor

Appendix – Positive Behaviour Policy

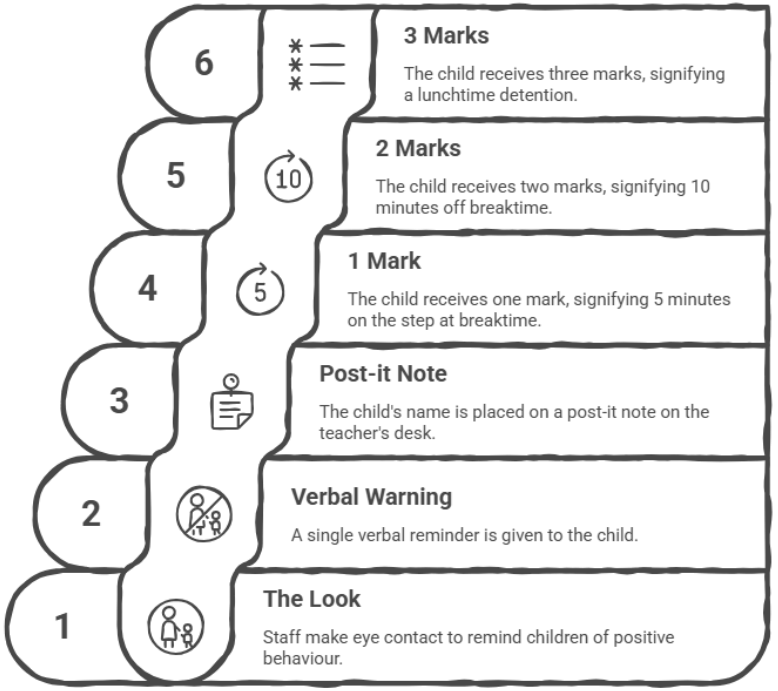
Positive, respectful behaviour for learning at Mylor Bridge School means:

- Looking, listening and ready to learn;
- Active learners who ask questions;
- Using time wisely;
- Good manners at all times – show respect to each other and our environment;
- Help your friends; work, learn and play together

Positive behaviour is expected throughout school at all times. We encourage all members of our school community to look for and celebrate positive behaviour across the school and throughout the day – highlighting it to others and using positive reinforcement to build a culture of consistently high standards of conduct. These measures include (but are not restricted to):



When children forget this positive behaviour, staff will remind them by using



Significant Behaviour

Any staff member can send the child to Mrs Pallôt for significant behaviour.

Parent Contact

The Class Teacher may speak to parents at the end of the school day regarding behaviour. Mrs Pallôt will contact parents if the child has been sent to her twice in a week or for significant incidents.

Exclusions

If poor behaviour continues, internal, fixed-term, or permanent exclusions may be considered.