



Mabe
Primary School



Behaviour Policy

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School or Trust Policy	School

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01637 303106 or email info@kernowlearning.co.uk.

#AsOne
Kernow Learning

*“Visible consistency with visible kindness allows exceptional behaviour to flourish.”
(Paul Dix, 2017)*

At Kernow Learning, we believe that creating a positive and inclusive learning environment is essential for all children to flourish, both academically and socially.

Our school behaviour policy is designed to create a safe and respectful environment where every individual feels safe and can learn and achieve well. Our approach to behaviour is grounded in our Trust Core Shared values of strength, wisdom and courage and our philosophy of working hard, helping others, and being honest. We are committed to upholding the principles set out by the Department for Education (DfE) in its updated guidance on behaviour, published in February 2024.

This guidance stresses the importance of high expectations, consistency, and fairness in managing behaviour, and we aim to promote an environment where children feel valued, respected, and empowered to take responsibility for their actions. This applies across all schools within our family of schools ensuring consistency, while recognising the individual needs of each school community.

It is based on the belief that good behaviour is integral to a successful education and is best achieved when children, staff, and parents all working in partnership together. We recognise that behaviour is a form of communication, and this policy seeks to provide clear guidelines for both positive and corrective behaviours, ensuring that all children are supported to make good choices, reflect on their actions, and contribute to a positive and harmonious school environment. Through our commitment to high standards and a shared ethos, we aim to develop confident, responsible, and respectful individuals who love coming to school, and contribute positively to society.

At Mabe School we aim to follow three words which encompasses our behaviour expectations:

- Ready
- Respectful
- Safe

These words are clearly displayed in classrooms, public areas and on the school website. **All adult interactions**, both with their colleagues and the children alike, are conducted *with positivity and respect*. We are expected to act as positive role models and use a range of methods to promote and encourage positive behaviours, for example, through whole school assemblies, PSHE lessons, small groups and 1:1 discussion.

We have high expectations

Relentless Routines and consistency

Behaviour is the sum of an enormous number of habits, attitudes and skills that can be taken for granted. None of these factors are innate, and to achieve positive behaviour for learning, we believe we must teach them explicitly to our children and consistently remind them until they become embedded as positive habits. At Mabe Primary we have clear routines and expectations which are consistently applied to promote positive behaviour, which is be **ready, respectful** and **safe** throughout our school.

Activity	What does this look like in our school?
Lining up	<ul style="list-style-type: none"> ▪ We face the way we are going. ▪ We keep our hands and feet to ourselves. ▪ We move quietly, so as not to disturb others. ▪ We check everyone is ready before we move. ▪ Classes will not be walked anywhere until they are ready.
Entering/leaving assembly	<ul style="list-style-type: none"> ▪ Children and adults enter silently or singing. ▪ We use thinking minds and so sit in quiet reflection. ▪ At the end of the assembly, we share the school rules ▪ We leave calmly when signaled by our adults.

In the lunch hall	<ul style="list-style-type: none"> ▪ We line up by the door and wait for hot meal tokens before entering the hall (KS2). ▪ We sit in our chairs and await hot meal tokens before sensibly walking up to the servery (KS1) ▪ We enter the hall sensibly. ▪ We remove our coats and hats. ▪ We wait calmly in line as we approach the serving hatch. ▪ When receiving our lunch, we say please and thank you to the lunchtime team. ▪ We stay seated in our chairs and if we need help, we raise our hands and wait for an adult to come to us. ▪ We use our knife and fork to eat a hot meal. We are guided to practice this skill by others. ▪ We responsibly scrape our plates. ▪ We leave the hall calmly.
Around the school	<ul style="list-style-type: none"> ▪ We hold doors open for one another. ▪ We pick up any objects/litter that we see. ▪ We pick coats and bags up off the floor and hang them on pegs to keep our school safe.
Toilet use and collecting coats	<ul style="list-style-type: none"> ▪ We encourage children to go to toilet at the start of break and lunch as this reduces the impact on their learning time in class. ▪ We encourage children to put their coats on at the start of break and lunch to avoid them coming back into school
End of break/lunch	<ul style="list-style-type: none"> ▪ We stop quickly when we hear the 1st whistle at the end of break. All children are expected to stop. ▪ At the 2nd whistle we walk calmly to the place where we line up.
Gaining children's attention	<ul style="list-style-type: none"> ▪ We respond to the Team Stop signal when adults require our attention. ▪ When we are engaged in an activity this is accompanied with a countdown from 3.
Addressing excessive noise levels	<ul style="list-style-type: none"> ▪ The volume of noise in our learning environment should be matched to our activities. Sometimes it will be buzzy, sometimes quiet, and sometimes silent. ▪ Our adults will use the Team Stop signal to remind us. ▪ Within class, we have a noise-level chart, for example, 'Ninja-talk' means silent; spy-talk (partner only) ...
Answering questions/feedback	<ul style="list-style-type: none"> ▪ We discourage the use of hands up as we believe all children should be active participants in their learning. ▪ We will use other methods of gaining feedback (think, pair share, popcorn, wave, paraphrase, partner feedback, cold calling, name of stick etc)
Leaving the classroom	<ul style="list-style-type: none"> ▪ Children must always ask for permission to leave the classroom. ▪ Children will not leave their places in the middle of teacher/support staff explanation.
Moving around the classroom	<ul style="list-style-type: none"> ▪ Essential resources including sharpened pencils should be readily available on children's desks to avoid excessive getting up from seats during lesson time. ▪ If children do need any additional resources and equipment to support their learning, they are encouraged to get up and do this independently.

Rewards

At Mabe School, all staff work hard to encourage and acknowledge good behaviour. We believe that if we acknowledge positive behaviour, then children are more likely to repeat it. We believe that rewards have a motivational role, helping children to see that good behaviour is important and valued. The most common reward is specific praise, both informally and formally. It is earned by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements, actions and learning behaviours.

Rewards will be in the form of:

- Non-verbal praise e.g. smile, thumbs up
- Verbal praise
- Certificates in celebration assembly linked to positive learning behaviours
- Head teacher visit / Headteacher awards
- Communication with parents e.g. dojo message or face-to-face message on pick-up
- Children will be given specific areas of responsibility as a reward for trustworthy behaviour (e.g. Year 6 prefects, pupil counsel representatives, play leaders and science ambassadors)
- HOUSE POINTS – this has been an addition to the school since 2025. The children are in houses and are

awarded HPs for 'above and beyond' learning

Consequences:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to acknowledge unacceptable behaviour and to protect the security, safety and stability of the school community.

The use of consequences should be consistent and fair across the school in response to unacceptable behaviour. However, in certain circumstances consequences need to be tailored to the individual child and situation. Consequences need to be balanced against considerations such as special educational needs and other mitigating circumstances pertinent to the individual.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Misbehaviour will be managed in a fair and consistent way, though regard will be given to the age, maturity and specific circumstances of the individuals involved.
- Pupils will be treated with respect and dignity.
- There should be a clear distinction between minor and major offences and the consequences given should reflect this.
- In the case where it is believed that bullying is taking place, the school's Anti-bullying Policy will be followed. SLT will be informed immediately.
- If a pupil is harming themselves or others, staff who have achieved the Team Teach/Positive Handling to support with the situation

Consequences Process

- A 'Reminder' is given to child for not following instructions. There will not always be an explanation as the behaviour needed should be clear, e.g. If child A has continued to talk whilst the adult is, then they will be given a 'Reminder' – the word 'Reminder' will literally be said to them.
- A 'Verbal warning' will then be given to the child if that behaviour continues and they do not comply, e.g. Child A continues to talk; the adult (whilst the class are busy) will say 'Verbal warning' to them.
- The child who is not complying will be given some 'Reflection time,' during break/lunch/movement break/reward (e.g. ipad time), e.g. '1-minute off your breaktime' – this will be a time where the child considers their actions and potentially offers an apology.
- The adult will speak to them calmly about why they are in. They will be asked for their view and if it is fair (pupil voice). Then they can apologise if they chose to.
- Time will increase depending on the severity of the behaviour demonstrated.
- After the sanction, the adults in the class will welcome the children back for a 'fresh start.'

Further Consequences

(At times, when a child is stopping learning from happening, they may be asked to complete their learning in an agreed, quiet area, away from their peers)

- A child may be sent to a supervised designated time out area to re-set and reflect. Here a restorative conversation will take place (usually with SLT).
- SLT will become involved during 're-set' and to support with next steps, e.g. phone call home; extended loss of break/lunchtime
- In extreme cases pupils may be given an internal suspension, fixed term suspension or a permanent exclusion; this is explained further in the Kernow Learning's Exclusion Policy which can be found on the website.

SEND Adaptations to the Behaviour Policy

The school recognises that pupils with Special Educational Needs and Disabilities (SEND) may experience episodes of dysregulation linked to their identified needs. We understand behaviour as a form of communication and acknowledge that, for some pupils, distressed behaviour may be due to their need, heightened anxiety, sensory overload, or difficulties with communication and emotional regulation.

In such circumstances, reasonable adjustments will be made in accordance with the Equality Act 2010 to ensure pupils can access learning and feel safe within the school environment. Adaptations to provision and the application of the Behaviour Policy will be proportionate, individualised, and informed by a graduated response.

Each identified pupil will have either an individual risk assessment and/or behaviour support plan,

developed in partnership with parents/carers and, where appropriate, external professionals. Plans will prioritise:

- Co-regulation and emotional containment
- Predictable routines and structured environments
- Clear, consistent and developmentally appropriate expectations
- Neuro-affirming and trauma-informed practice
- Proactive strategies to reduce triggers and support self-regulation

Staff will receive appropriate guidance to ensure strategies are applied consistently and with sensitivity.

While the school is committed to providing a highly supportive and inclusive environment, it maintains a clear duty of care to all pupils and staff. Safeguarding, health and safety, and the right of all members of the school community to learn and work in a safe, calm and respectful environment remain paramount. Where necessary, risk assessments and or behaviour plans will be reviewed 6 weekly or following an incident where adaptations may be needed to ensure that appropriate measures are in place to minimise risk and maintain safety.

Positive Handling

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

At Mabe Primary we believe that a positive and proactive approach is vital to anticipate potential triggers for behaviour that challenges, and minimise the likelihood of, or avoid the need to use, restraint. We use the following strategies to be proactive in our approach to behaviour:

- Holding relationships as one of our core values
- Using de-escalation techniques such 'PACE' and emotional coaching
- Ensuring that staff receive appropriate CPD and training
- Use of bespoke behaviour and support plans where necessary
- Individualised provision to meet individual needs
- Involvement of parents and the children
- Involvement of other professionals and agencies where appropriate

The Legal Framework

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 Headteacher, 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.

There are times when staff may need to use 'reasonable force'. In order to keep members of the school community safe from harm. The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with children.

It is usually used either to control or restrain and this can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. Where a child has needed a positive handling strategy to be used which has required any form of restraint, this will be recorded, and parents will be informed.

Pupils' Conduct Outside the School Gates

At Mabe Primary, we believe that high expectations for behaviour extend beyond the school gates. We encourage our pupils to carry our rules and values into their communities. Whether they're walking home, playing at the park, or interacting with others outside of school, our pupils are expected to uphold the same standards of behaviour that reflect our school's values. This helps to reinforce the idea that positive behaviour is important in all areas of life, and it builds a sense of pride and responsibility in our pupils as they represent our school as citizens in the wider world.

The law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such as is reasonable'. The school may discipline a child for any misbehaviour when the child is:

- Taking part in any school-organised activity or school related activity
- Travelling to or from school
- Wearing the school uniform or in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- 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 depending on the incident

Communication and parental partnership:

We give high priority to clear communication within the school and to a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. All such behaviour concerns are recorded on our internal behaviour tracking manager tool.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the SENDCO, Assistant Headteachers and Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parent/carer participation in many aspects of school life is encouraged. This participation supports the development of positive relationships in which parents/carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents

Serious or on-going behaviour:

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone may be ineffective. At this point parents/carers will be invited to meet with one of or all of the following: the Headteacher, Assistant Headteacher/s and/or Class teacher.

In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional support may be provided for some pupils, for example:

- A daily meet and greet
- Home/school diary
- Behaviour Support Plan
- Individual targets
- Individual reward chart or system
- Individual safe area/workstation (e.g. sensory tent in SENDCo office)

Additional, specialist help and advice from the SENDCo, Educational Psychologist, SEN Services, Early Help Hub or Behaviour Support Service may be necessary. Support from outside agencies are most effective with the consent from parents/carers has been granted. However, the school reserves the right to act in the best interests of the child in securing effective support as required.

Exclusion of Children from School:

At Mabe Primary, we recognise the impact that fixed-term suspensions and permanent exclusions can have on children so endeavour to employ this as a very last resort.

Only the Headteacher (or the senior member of staff to whom the Headteacher has delegated responsibility in their absence) has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher suspends or excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing body and can request an independent review. The school informs the parents how to make any such appeal or apply for an appeal in accordance with the guidance provided by the LA.

The Headteacher informs the Local Authority (LA) and the LGB about any permanent exclusion, and about any suspensions. The LGB itself cannot either suspend a child or extend the suspension period made by the Headteacher.

Follow-up and Repair

At Mabe Primary, a vital part of our approach to positive behaviour is the following up of behaviour that has challenged and repairing the relationships involved. Through this process we aim to teach children to understand the impact that their behaviour has on others and to develop strategies to deal with similar situations more effectively in the future. We want them to understand that there can always be a fresh start and that we will always hold them in unconditional positive regard.

If a child has lost some break or lunchtime or had time out in another class, this must be followed up by a restorative conversation with the adult that issued the consequence. This will usually happen during the next break when the child is calm or ready to talk. This is an opportunity to talk things through and as a natural consequence of needing to talk about the behaviour, children will miss all or part of their break depending on the conversation and reflection required. This could be held in a quiet space or as a 'walk and talk'.

Children must be supported to reflect on their actions and repair their relationships so they are not left with toxic shame. We also recognise that 'forced apologies' will have little impact for any of the parties involved.

Special Educational Needs and Disabilities:

Our school rules, rewards and sanctions system will meet the needs of the vast majority of our pupils. Where there is Social, Emotional, Mental Health learning need for a differentiated approach to Behaviour Management this will be personalised on a 1:1 basis and will be put in place in partnership with parents/carers, pupils and the SENDCo.

Continued anti-social behaviour must be supported by an Individual Education Programme and additional support will be sought to see if there is any further barriers that the school need to be aware of and make provision for.

Equal Opportunities:

No child's behaviour will be discriminated against due to race, age, religion, gender or ability in accordance with the Equality and Diversity Act Appendix 1 : Flow-chart for teacher sanctions

Searching, Screening and Confiscation Policy Reference

This policy complies with the Department for Education's *Searching, Screening and Confiscation* guidance and outlines the circumstances in which staff may search, screen, or confiscate items to maintain a safe and orderly environment.

Appendix 1

Flow-chart for teacher sanctions



Mabe School: Behaviour Management Flowchart

Level 1: Reminder
Adult to explicitly say the word, 'Reminder' to the pupil who is not following instructions and to articulate the desired behaviour required.



Level 2: Verbal warning
If behaviour continues, the word, 'Verbal warning' will be quietly spoken to the child. Adult to monitor and quietly praise (e.g. non-verbal 'thumbs-up') if behaviour turned around.



Level 3 Reflection Time
Short term follow-up – e.g. 1-3 mins at break/lunch

Serious unsafe/Dysregulated behaviour
The safety of all children is paramount.
Child is encouraged to leave the classroom and calm down, reflect and reset. Where necessary, it may be safer for the other children to be removed or positive handling required to keep the child or others safe.
At this stage, a member of SLT will be called to support.
Parents will be called to a meeting at school to discuss any next steps required, including the involvement of any external agencies.