



Kernow Learning
Building Excellent Schools Together

Positive Behaviour Policy

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School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01841 520683 or email stmerryn@kernowlearning.co.uk



St. Merryn School Positive Behaviour Policy

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.

Areas to be covered by local school behaviour policy:

- Adult Interactions
- High Expectations
- Routines and Consistency
- Rewards
- Sanctions/consequences
- Serious Incidents
- Suspensions
- Permanent Exclusions
- Follow up and repair
- Adaptive Approach
- Positive Handling
- Conduct in the community





Our Mission Statement

The fundamental principle that underpins our whole approach to school behaviour is that all members of the school community should recognise and respect the rights and responsibilities of others, linked to UNICEF Rights of the Child Charter.

Rationale

This policy is based on positive reinforcement. Children are praised and rewarded in school for displaying the following virtues:

- Kindness
- Courage
- Curiosity

At St. Merryn School we believe that a school must be a happy and safe environment for effective learning to take place. Children, staff and parents must feel confident and have a sense of belonging. Each child, will be encouraged to become independent and responsible, taking an active part in their own learning. Emphasis will be placed on the development of the child's self-discipline and this policy aims to clarify how we aim to achieve this.

The goals of this policy are:

To develop a safe, caring and secure environment where all members of the community accept responsibility for their own behaviour and respect the rights of others.

To ensure the consistent management of school rules, rewards, interventions, ethos and behaviour within the classroom and school.

AIMS

- That the school behaviour policy is understood, supported and followed by all school stakeholders, based on a sense of community and shared values.
- To provide a calm, orderly and caring atmosphere in which both staff and parents work together as a partnership for the welfare of the pupils.
- To teach, through the school curriculum, positive values and attitudes as well as knowledge and skills.
- To encourage pupils to be polite, well mannered, helpful to each other and to become good citizens.
- To foster a sense of pride in attending our school.
- To strengthen pupil interest in developing the 5Rs, which are:
 - Resourcefulness
 - Resilience
 - Relationships
 - Reflection
 - Risk taking
- To ensure that all stakeholders benefit from this policy.





Reasonable Adaptions

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.

Incentives

- Star pupil certificates
- Head Teacher Award (one per week)
- Lunchtime supervisor Award
- Marvellous Maths/Golden Writing Awards
- Birthday Bear introduced into assemblies
- Half termly reward (selected by class). House Point 'pom poms' (displaying the values - see above) to be given liberally, working towards the selected reward
- Lots of praise and recognition
- Individual class strategies as appropriate





Tactics for Positive Discipline

- The children should be involved in the above process wherever possible
- Be positive and praise good behaviour
- Praise quickly, consistently and clearly.
- Use a variety of reinforcements for good behaviour.
- Praise the behaviour not the child.
- Make sure the child is aware of why s/he is being praised.

Adults should lead by example and:

- Be calm
- Be patient
- Be consistent
- Be positive.
- Be a good role model

This behaviour policy should be implemented in conjunction with the Trauma Informed Schools (TIS) practice, which focuses on an ethos of mutual respect and understanding.

TIS is based on the following fundamental principle or PACE which states that all adults should be:

- Playful
- Accepting
- Curious
- Empathetic

Staff employ interventions to get to know the children and to build trusting relationships, including the TIS Rainbow activities, which are good for all children. In addition, all vulnerable children have access to an emotionally available adult, trained in emotion coaching and the art of good listening.

The TIS approach means that children beyond the behaviour policy are heard and supported. This also links to the RSHE policy and the Jigsaw curriculum, which focus on enabling children to make informed choices about how they relate to others.

Interventions

There is a clear series of interventions to give a child the opportunity to modify their behaviour. The first step will always be talking to the children about making good/better choices.

Staff will use sentence stems, which support their discussions with children, for example:

- Let's discuss ...
- Explain to me...
- I can see that you are upset...
- I know that you will feel angry...
- Thank you for...

Challenging behaviour

Inappropriate behaviour choices are dealt with as and when they occur by whichever adult is present.

Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems in place which give additional support and attention.

The staff recognise that there may be contributory factors which affect children's behaviour and respond according to individual need.





Restrictive Physical Interventions (RPI) / Team Teach

We pride ourselves at St Merryn School on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated – we will do our best to help pupils to calm down using communication skills, distraction and de-escalation techniques and removing triggers where possible.

However, there may be times when children need more help to calm down – this may require staff physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require physical interventions.

At St Merryn School, we have trained in the Team Teach approach to manage challenging behaviour. We have at least two members of staff in school who carry out initial training, ongoing refresher training, and advise staff on managing behaviour.

All incidents where children need to be held to help them to calm down are recorded in school and parents are informed as a matter of course. Children who are likely to need help in this way will have an Individual Behaviour Management Plan that will be discussed with you and consistently followed by all school staff. It may be necessary to share this information with other people/agencies supporting the child/family, e.g. Behaviour Support Team, family support, link family, etc.

Searching & Confiscation

If concerns are raised around prohibited items in school, the Head Teacher and Assistant Heads (who have been authorised by the head) have a statutory power to search a pupil or their possessions.

They can conduct the search with the consent of the child/and or parent. The only time consent is not needed is, when to delay, could cause harm to the child or to other children and staff. An appropriate location will be found for the search and 2 members of staff will always be present when this is done.

The extent of the search:

- A member of staff may search a pupil's outer clothing only including pockets, possessions, desks or lockers.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing such as a coat or hat.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Following a search, the staff member will record full details on Edgen (pupil's name, reason for search, where, when, staff involved, items found, follow up action, pupil's well-being after). Parents will be informed about the search and the outcome as soon as it is practically possible. Pupils will be sanctioned in line with this policy to ensure consistency of approach.

Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from Global Policing or the





police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline. Prohibitive items may include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
a) to commit an offence, or b) to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco, cigarette papers & lighters
- fireworks
- pornographic images
- mobile phone
- vape

SUCCESS CRITERIA

As a school community:

- we make positive behaviour choices
- we take responsibility for our own behaviour
- we treat others and their property with respect
- we understand our rights and responsibilities in the Academy
- we take responsibility for making the Academy a safe and fair place for everyone
- we care for the school environment

5 Stage Approach to Behaviour Management

Stage 1

Teacher / teaching assistant becomes aware of challenging behaviour.

Teacher meets child involved and explains why he/she is not happy with child's behaviour. Teacher and child agree strategies to address issues (keep notes on Behaviour Manager).

Teacher informs parent / carer of concerns and agreed strategies.

Teacher informs **Assistant Headteacher** (Keep notes on Behaviour Manager)

End of each week – Teacher meets with child to discuss progress and amend strategies. Teacher informs parent / carers of progress. **Remain on Stage 1 for 2 weeks.** If challenging behaviour persists:

Stage 2

Teacher meets parent / carer of child and child together and explains issues and agrees ways forward (record of meeting on Behaviour manager)

End of each week – **Teacher meets with child to discuss progress and amend strategies. Teacher informs parent / carers of progress. Remain on Stage 2 for 2 weeks.** If challenging behaviour persists:





Stage 3

Assistant Headteacher and teacher meets parent / carer of child and child together and explains issues and agrees ways forward. (record of meeting on behaviour manager).

End of each week – Assistant Headteacher meets with child to discuss progress and amend strategies. Assistant Headteacher informs parent / carers of progress.

Assistant Headteacher may decide to monitor behaviour more frequently e.g. end of each lesson, end of each morning or afternoon session.

Assistant Headteacher may decide to involve **Special Needs Coordinator** at this point and produces with teacher a **Behaviour Plan**. This must be shared with parent / carer and child together. Dates are set for review.

Stage 4

Headteacher and Assistant Headteacher meet with parent carer and children together and explains seriousness of problem and agrees way forward (record of meeting on Behaviour Manager)

End of each week – Headteacher/ Assistant Headteacher meets with child to discuss progress and amend strategies. Headteacher/ Assistant Headteacher informs parent / carers of progress.

HT may decide to monitor behaviour more frequently eg. end of each lesson, end of each morning or afternoon session.

Headteacher/ Assistant headteacher will involve Special Needs Coordinator/Behaviour Support Adviser to review Behaviour Plan. This will be shared with parent / carer and child together. Dates are set for review. If challenging behaviour persists:

Stage 5

Other strategies including **suspension** considered.

NB There may be times when the seriousness of a child's behaviour causes earlier stages to be missed.

Working together: Home and School

We recognise the importance of home and school working cooperatively at all times and particularly when a child demonstrates through their behaviour, that they need specific guidance and help. At school we aim to do this in a positive manner in order to foster the development of acceptable patterns of behaviour. It is our policy to keep in close contact with parents at all times, so that any problems that might arise can be approached and worked upon together.

