Positive Behaviour Policy 2026/27

Mayesbrook Park School
Alternative Provision for young people in Barking and Dagenham

Written by:	**Liz Bailey**	**Approved by: Cathy Stygal**
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Our principles

Mayesbrook Park School (MPS) is committed to creating an inclusive teaching and learning environment where the social, emotional, academic and personal needs of its students are addressed and where pupils are helped to achieve in an atmosphere of safety and mutual respect, as a result we follow a graduated approach.

Many of our students experience difficulties in managing their behaviour over a long period of time. We aim to remove barriers to learning, make appropriate choices and to support eventual reintegration back into mainstream school, post-16 provision, specialist provision, training or employment. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour, and encourage others to do the same.

The Purpose of the Behaviour Policy

To provide a simple, practical code of conduct for staff, students, parents and carers which:

- Reinforces positive behaviour
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions or consequences when necessary

Most behaviour will be managed in school, however behaviours posing a potential threat to the health and safety of staff, pupils and visitors may lead to tuition offsite.

Legislation, statutory requirements and guidance

This policy is based on legislation and guidance from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving our behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Ensuring appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks
- Ensuring online safety is a running and interrelated theme while devising and implementing the school's approach to safeguarding and related policies and procedures, including understanding safety considerations and legal responsibilities where the school uses generative AI

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

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Giving due consideration to the school's behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and fairly
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, including providing additional support to meet the school's behaviour expectations where a pupil has SEND

- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called ‘sextortion’)
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school’s expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers
Parents and carers, where possible, should:
- Get to know the school’s behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school’s behaviour policy
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Celebrate their child’s successes
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy, and working in collaboration with them to tackle behavioural issues.

Pupils
Pupils will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school’s key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don’t meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school’s behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

Approaches

We aim to have positive working relationships in a safe and secure environment. We recognise that all behaviour has a meaning and is a form of communication from the child. We will know the young person's context and will provide safe spaces and support pupils through trusting relationships. We will not discriminate how we relate to the students in our care as we believe each student is worthy of our time, energy and patience. However, we will differentiate, according to individual needs.

We will provide a secure base with consistent structure, routines and boundaries throughout the school day. Consistency and routine is at the heart of emotional regulation and through visible consistencies i.e daily meet and greet, exceptional behaviour can flourish.

Out of lesson approaches:

- Emotion coaching (I feel…….because……)
- Reminder of expectations and responsibilities
- Regulation (meaning in a calm frame of mind) - calm space
- Regulation with a trusted member of staff

Inside the classroom:

- Emotion coaching (I feel…….because……)
- Reminder of expectations and responsibilities
- Regulation space outside of the class, for a short period with staff on duty called for via radio
- Regulation in an alternative space (i.e supported time out from class to quiet room) for a longer period of time
- Regulation with a member of SLT

Reflective Practice

Reflective practice involves focusing on experiences to engage in a process of continuous learning. Reflective practice is promoted across the whole school inclusive of staff and students. This can take the form of debrief, student focus, one to one, Group, reflective conversations with parents and local partners. Ensuring this happens in a calm place is essential.

This approach is about developing and repairing relationships, they also promote positive interactions and as a result improve emotional intelligence.

Expectations

At MPS we believe all of our students can achieve. We encourage success by supporting them to meet the expectations of the MPS Student code of conduct.

The school expects students to follow the code of conduct:

- Follow the dress code
- Hand in your mobile phone and personal items
- Be in the right place at the right time. i.e in timetable lessons
- Be open (willing to try things) to learning
- Follow reasonable instructions
- Respect: Yourself, others and property.

The school expects all staff and external agencies to:

- Set work that is engaging, relevant and appropriate to students' abilities

- Maintain high expectations of students by following procedures for rewards and consequences
- Recognise and reward positive behaviour
- Model appropriate behaviour (Appendix 1)
- Provide positive feedback about students' efforts and achievement
- Treat students with fairness and respect at all times
- Deal with behaviour effectively and report incidents through the referral system (Appendix 2)
- Meet pupils on the door to welcome them into lessons (Appendix 3)

Emotional regulation expectations

We have expectations for students to follow and these will be displayed in all classrooms.

The school expects parents and carers to:

Support the MPS policy on attendance and punctuality by notifying the school of any absences or lateness

- Notify MPS of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support the MPS Behaviour policy
- Be open to working in collaboration with the school in the best interests of the students

Promoting Positive Behaviour Guidelines

Inappropriate behaviour is likely to occur:

- when students lack a sense of purpose and/or structure
- are presented with opportunities to misbehave
- are struggling to deal with external factors unrelated to school.

Certain measures can be employed to prevent these and other potentially damaging situations from arising.

Staff must aim to create a calm atmosphere that is conducive to work and learning by:

- Planning an adapted learning experience that is relevant to the students' academic and social needs;
- Offering varied tasks that are sufficiently challenging and achievable
- Demonstrating flexibility where planned activities fail to engage;
- Teaching with appropriate pace;
- Ensuring that there is a clear sense of progression, through teacher feedback.
- Use positive communication and model positive behaviour

During the lesson staff must:

- Set clear learning outcomes, attainable in the time available
- Model tasks clearly with explicit success criteria
- Encourage students by offering appropriate praise, help and explanations where necessary
- Monitor progress via ongoing teacher assessments
- Correct errors in ways that emphasise the learning opportunities they present
- Give personal feedback to students on all progress made academically and socially . This can be done verbally or in written feedback.
- Rewards positive progress and behaviour
- Arrange appropriate support as required

Rewards

Rewards are at the discretion of staff, ideally with input from pupils. We celebrate success in the form of raffle tickets based on skills builder characteristics, attendance, self discipline and academic progress. Termly reward assemblies will publicly celebrate these successes. Regular rewards and trips will be a more instant reward for those with good attendance and behaviour for that week.

In addition to this staff will

- Using spontaneous praise
- Informing staff and peers of progress in the student's presence
- Asking the students to share their work with others
- Recording and reporting students achievements
- Displaying work prominently and attractively
- Awarding students in line with the MPS rewarding systems
- Providing extra-curricular activities
- Informing parents/carers of positive experiences and achievements

Consequences

It is important that everyone in our school community understands that all actions have consequences. Through our reflective conversations and opportunities we make those connections alongside the work of repair and restore.

Responses to poor behaviour

Staff must report incidents of negative behaviour using the MPS reporting system, see Appendix 2.

If students consistently display concerning behaviour then a positive report may be used to support the student. See Appendix 4.

Restorative conversations will take place using the aid of appendix 7.

Approaches to specific behaviours and major incidents

Damage or Theft of Property

The school will challenge any incident where there is willful destruction of property. For serious incidents the school may pursue criminal damage supported by witness statements, which could lead to students being arrested. Parents may be billed for replacement/repairs.

Serious actual or threatened violence towards student or staff

The school will respond appropriately and robustly to any incidents of actual or threatened harm. This will in the first instance involve ensuring the safety of all involved, this may involve reasonable force. The school may pursue criminal charges supported by witness statements, which could lead to students being arrested. Such behaviour may also result in suspension from school.

Use of Homophobic, sexualised or racist language

Such language will not be tolerated at Mayesbrook Park School. The school will respond appropriately and robustly. Offensive language will be recorded on SchoolPod, parents will be informed and a restorative conversation will take place. Patterns will be identified via data

analysis. When a pattern is identified this will be reported to the police and a school consequence applied.

Child on child abuse
We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up”, or “boys being boys”, as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

Bullying
The school implements an anti bullying policy as we view bullying as a serious incident. As such, the needs of the victim are addressed and the re-education of the perpetrator forms part of the process. Bullying incidents are recorded on SchoolPod, harmful patterns will be identified via data analysis every half term.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) or perceived characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, non-consensual making or sharing of nudes or semi-nudes (including those generated using AI) or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video or written content, including content generated or altered using AI

School Uniform
The policy requires all pupils to wear a simple affordable uniform. Students may have a consequence if they arrive at school not dressed in uniform to include after school reflection. Items of uniform will be provided to support families who may be struggling financially.

Sexualised Behaviours
Sexualised behaviours are to be recorded on SchoolPod, individual consequences and support will be put into place. Harmful patterns will be identified via data analysis every half term to ensure that interventions can be put in place. Referrals to external agencies may be completed.

Smoking and Vaping
In the light of legislation against smoking in a public place, we have a zero tolerance approach. If a pupil is seen smoking or vaping, they will be required to stop and hand over the paraphernalia which will be destroyed or can b
e collected by the parent/carer. An appropriate consequence will also be issued.

Drugs and Weapons
Safety is a key priority, we strive to maintain a safe environment. We have zero tolerance to drugs and weapons being on site, if found, the police will be informed. All students will be subject to a search when they enter the school premises. Any elicit objects will be removed and disposed of and parents informed accordingly. Any pupils who are found with items or are identified as intoxicated will be issued with an appropriate school sanction.

Searching students
School staff can search students for banned items. Items include: weapons, mobile phones, alcohol, illegal drugs, vapes and electronic cigarettes, tobacco and associated products, lighters, fireworks, stolen items, food and drink items, pornographic images and other items likely to cause offence. The headteacher, and staff authorised by the headteacher, can search under force as is reasonable when searching students for items that are prohibited.

De-escalation
When managing concerning behaviour staff utilise a variety of de-escalation techniques. These can include: active listening, providing adequate personal space, humour (when appropriate), limiting the number of adults involved and open and non confrontational body language. De-escalation is 95% of our focus and approach when managing volatile situations. Staff are all trained in Team Teach methods to support de-escalation.

Managing volatile situations
When a student's concerning behaviour can no longer be managed using the above de-escalation strategies, it will be necessary to take appropriate actions to prevent harm, risk or damage to the child, others or property. There are few situations in which physical intervention would be considered appropriate. Examples of such situations may include the following, Department for Education (DFE). Use of reasonable force – July 2013):

- When a student assaults a member of staff
- When a student assaults another student
- When students are fighting
- When a student is hurting him/her/their self or is in danger of hurting him/her/their self

- Damage to school property
- When a student is causing disorder which impacts on the good order of the class / Campus

Physical intervention must only be used for as short a period of time as possible to enable a safe environment to be re-established for all concerned. Before intervening physically, a member of staff must wherever practicable, tell the student who is behaving inappropriately to stop and that there will be consequences if their behaviour continues. It is also advisable, where possible, to summon assistance from other colleagues. At all times it is important to remain calm and to continue to communicate verbally with the student, making it clear that physical contact will stop as soon as it ceases to be necessary. For further guidance, staff must refer to the following documents:

- DFE: Behaviour in schools guidance (September 2022)
- DFE: Restrictive interventions, including use of reasonable force, in schools (April 2026)
- MPS: Safeguarding policy
- DFE: Keeping children safe in education 2022
  Up-to-date records of all incidents where physical intervention has been used will be formally recorded on School POD. Immediately following any such incident, members of staff concerned must inform the Head of Campus and provide an Incident Report. Head of Campus will ensure correct documentation and ensure parents have been informed in Writing as well as verbally.

Seclusion is strictly a non-disciplinary action. Staff may only use it during acute distress or to reduce an immediate risk of serious harm. If there are any incidents of **Seclusion** defined by the DFE as “the supervised confinement and isolation of a pupil away from other pupils in an area from which they are prevented from leaving of their own free will”, these will be recorded on School Pod and parent informed as per the restrictive interventions procedure above.

Appendix 1

Modelling Appropriate Behaviour - Guide for staff

Examples of the behaviours that model good behaviour include:

- We will have positive regard for the young person at all times (eg; positive language to be used at all times with no derogatory comments, sarcasm, shaming and no threats to be used, as these can escalate a situation)
- We will not shout at pupils; shouting is inflammatory and will not serve to calm a situation down nor to support a calm learning environment.
- We will not use phones and other personal devices when in student spaces; these should only be used in offices and staff areas etc.
- We will not chew gum in front of pupils
- We will follow the staff dress code
- We will be mindful on the use of touch
- We will use scripted language to ensure clarity of a positive message (Resilience, Respect, Responsibility)
- We will not banter with other staff or pupils

Appendix 2

Behaviour Referral System

The purpose of reflections is to restore the relationship with the young person therefore allowing for positive interactions in the future. For restorative detentions to work the teacher must ensure that they visit the pupils in reflection space to put the relationship right.

Reflective period:

- If a student's behaviour is concerning during the school day a period of reflection may be directed. During this time they will have the opportunity to reflect on their behaviour with a member of staff. The student will then be expected to engage in a restorative conversation prior to them returning to class.

After school reflections:

- After school reflections will be given for negative behaviours such as lateness, uniform and low level disruption
- The teacher/staff member issuing the reflection will have a restorative conversation with the young person. These conversations are supported by SLT when appropriate.
- A young person can be held for a maximum of 40 minutes until 3.30pm.
- If a relationship cannot be restored then the member of staff should request support from SLT with the restorative conversation, this can take place preferably on the day but if not, it must happen as soon as the young person is ready to engage
- The reflection should be recorded on SchoolPod

External Reflections

These are normally given as an alternative to suspensions. Behaviour that would normally result in a suspension can be issued an external reflection. This will involve working one-to-one with staff either on or off site.

Suspensions

This is one of the most serious sanctions a school can impose. Students who exhibit persistently poor behaviour, violent or threatening behaviour, or who have not responded to the opportunities provided to them during the day to resolve the situation, will need a period of reflection away from school. The school imposes this sanction reluctantly. Students will be directed to learn at home and will have a supported reflective conversation when they return to school.

Permanent Exclusions

This is the most serious sanction a school can impose. Permanent exclusion will be considered by the headteacher following serious breaches of behaviour policy and when it is deemed all other suitable alternatives have been explored.

Appendix 3

Procedures for Meet and Greet

It is important to meet and greet students at every stage of the day to ensure that they feel welcome and get into good routines. The more high expectations can be reinforced at every stage of the day, the more they become part of everyday practice.

Welcome at school gate

- The first interaction should always be a positive meet and greet i.e. Good morning! How are you?
- Students should be asked to hand in all personal items.
- Students should be informed that they are about to be wanded and the reasons why. They should also be reminded that their bags may be searched for prohibited items.
- This should then be conducted in a light-hearted way and where possible by someone they know. Staff that are carrying out wanding should have been trained in the process. Students should be informed of each stage as you proceed.
- Lateness should be challenged/explored at this stage.
- If a student arrives late they will join their lesson at the discretion of the member of staff teaching the lesson. If it is not convenient for them to join the lesson the member of staff should provide a task for them to complete under the supervision of a member of staff.

Confiscation of prohibited items

- The school recognises that we have a duty of care to all of our students; in all cases, the need to safeguard all students attending our campuses by confiscating harmful, illegal or disruptive items. There is also a requirement to safeguard the needs and wellbeing of students suspected of possessing these items. We will confiscate any item that is harmful or detrimental to the student and/or order of the school.

Lesson change over and end of break

- Teachers will greet students at the door at the beginning of the lesson.
- Teachers should aim to make a positive comment to individual pupils as they arrive and enter the room
- Before dismissing a class, the teacher should remind them of their next lesson

End of day

- All staff should be available for student dismissal. Staff rota in place to support the process.
- Staff to attend detentions if they have issued one and hold restorative conversations with pupils.
- All staff to attend briefing at 3.15pm in the allocated room

Appendix 4

Name:	Group:	Date:
Reason for report: Focus on good behaviour		

	Positive Behaviours
Language	No inappropriate language,
Class work and revision	Work Quietly in class, complete homework/revision
Contribute	**ONLY** contribute Sensibly to Class Discussion

Add a tick or cross in the box below

Period	Lang	Work	CONT	Staff Comment	Student Reflection
1					/5
Staff:					
2					/5
Staff:					
Break	**Engaged Positively: Yes/No**				**/1**
3					/5
Staff:					
Lunch	**Engaged Positively: Yes/No**				**/1**
4					/5
Staff:					
5					/5
Staff:					

End of Day Positive Behaviours (Maximum out of 27)
Signed:

Mayesbrook Park School
Alternative Provision for young people in Barking and Dagenham



School Values	Meaning
Respect	Being kind, considerate and caring
Resilience	Not giving up when things get hard
Responsibility	Do the things we are supposed to

Appendix 6

How to have an effective reflective conversation
If you are facilitating a reflective conversation with another person, use these tips to maximise the value of the discussion:

- Establish trust and confidentiality. Create a safe, non-judgmental space where the person feels comfortable being vulnerable.
- Use open-ended questions. Avoid questions that can be answered with a simple "yes" or "no" to encourage deeper thought.
- Practice active listening. Give your full attention, observe non-verbal cues, and summarise what you hear to confirm understanding.
- Resist offering advice. The goal is to help the other person discover their own insights, not to provide them with a solution.
- Allow for silence. Let the person take time to think and formulate their thoughts without rushing them.

What? (Description)
This section is for describing an experience or situation in an objective, factual manner. It is the starting point for reflection.

- What happened? Describe the situation or event in detail.
- When and where did it happen?
- Who was involved?
- What was your role?
- What was the outcome of the situation?

So what? (Analysis and evaluation)
This stage moves beyond a simple description to make sense of the experience. It involves analysing your feelings and evaluating what went well and what didn't.

- How did you feel during and after the situation?
- What were your thoughts at the time?
- What was good or positive about the experience?
- What was difficult, bad, or challenging about the experience?
- Why do you think things happened the way they did?
- How did your actions or the actions of others influence the outcome?
- What assumptions were you or others making during the event?

Now what? (Action plan)
This section focuses on forward movement and applying what you have learned to future situations.

- What did you learn from this experience?
- How will this new knowledge affect your future actions or practice?
- What specific skills do you want to develop based on this experience?
- What would you do differently if a similar situation occurred?
- What are your next steps?