

Positive Behaviour Policy

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as the Three Schools)



This policy was adopted on – **September 2025**

The policy is to be reviewed by – **September 2026**

(Copies of this policy are available for staff, parents, visitors and volunteers on request from the school office).

The Three Schools 2024-2025

Positive Behaviour Policy

Key Principles

- Every individual should be, and should feel, safe at school
- Everyone should understand our simple rules and shared expectations
- Everyone is expected to show respect and to care for others
- Adults will model the highest standards of behaviour
- Bullying and violence will not be tolerated

The governing body accepts these principles and seeks to create an environment in the school that encourages and reinforces good behaviour.

Aims

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy

Standards of behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards educational goals, so we measure standards of behaviour in terms of the children's ability to conform to our behavioural goals.

School ethos

The adults encountered by children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. Their example will have an important influence on the children.

As adults we should aim to:

- consistently model the example we seek from the children;
- create a calm, positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within a group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and an understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability or disability;
- show appreciation of the efforts and contribution of all

Our positive behaviour policy is based on the values of honesty, respect, forgiveness and love and is underpinned by Christian teachings. These are taught through our RE lessons and our Collective Worship and follow our Worship Schedule.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and dissatisfaction which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used as a supportive activity, to provide feedback to the children on their progress and achievements. It is also an important signal to the children that their work is valued and that progress is meaningful.

Classroom Management

Classroom management and teaching methods have a significant influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to encourage children to remain on-task. Materials and resources should be easy to access, reducing uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a warm and welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Rules and Procedures

These should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a necessary minimum;
- have a clear rationale, made explicit to all;
- be positively stated, telling the children what to do, rather than what not to do;
- actively encourage everyone involved to take part in their development;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Promoting Self Esteem

Good social behaviours are rooted in positive, self-esteem. Self-esteem is the feeling of value or worth. It is the way we judge ourselves as individuals and how we value or estimate what we can do. Self-esteem is formed when we match up two pictures of self-image and ideal-self.

Our self-image is the picture we hold of ourselves, all our abilities and attributes. Self-image is built and modified through our conceptions of the way other people, significant others, behave towards us. Self-image goes with us at all times and influences our behaviour.

Our idea-self is another picture, which we carry. This is the picture of the person we would really like to be and is formed by our perception of the way we are seen by other people.

If self-image is good and idea-self is a relative and attainable goal, then self-esteem is high.

We encourage the development of self-esteem by providing opportunities for children to experience personal and social success and by acknowledging children when they achieve. Children are thus encouraged to perceive themselves as capable, likeable, and worthwhile. Children whose self-esteem is nurtured are more likely to enjoy new learning experiences and to relate well to others.

Encouraging Respect for Others

The Three Schools recognises the need to promote respect for others among the children attending the schools. Learning how to behave towards others is a particularly important part of school life.

Our vision of the values which we want children to learn are founded upon three guiding principles:

- Respect for self
- Respect of others

- Respect for property

These principles are consistent with and re-affirmed within the school's policies on:

- P.S.H.C.E
- Sex Education
- Equal Opportunities and racial Equality Policy
- Religious Education
- Pastoral Care
- Teaching and learning policy
- Equality and cohesion policy
- Relationships Education
- Anti-Bullying
- Child on Child Abuse

Partnership with Parents

Parents and carers have a vital role in fostering good behaviour. An active partnership between home and school offers great benefits. Close home / school liaison is crucial. Opportunities are made by school for parents and teachers to share any concerns about children's behaviour or social issues, which might occur. This takes place through informal chats after school, phone calls, written notes etc. This contact is an integral part of school life. It is the expectation of the school that parents will also act as good role models at all times when on the school premises.

Classroom based reward system

We aim to promote positive behaviour and achievement. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Children are rewarded with stickers and certificates from the Headteacher when they share their achievements or work.

Early Years and Key Stage One

In **EYFS**, children are rewarded with stickers for positive behaviour.

In **Key Stage 1**, pupils will earn stickers when they produce outstanding pieces of work or when they go 'above and beyond' to demonstrate the school values (similar to the House Points at Swanbourne – KS2). These will be gathered by the child on a card they will keep in class. Each time a child achieves 15 stickers they will receive a certificate to bring home. This is a lower target than at Swanbourne – KS2.

This way the children will receive immediate praise for their hard work or positive actions, as well as gaining further positive feedback by accumulating awards over a period of time.

Key Stage 2

Key Stage 2 children are awarded House Points and work towards achieving their Bronze, Silver, Gold and Platinum awards. Awards are presented in Celebration assemblies where they will receive pin badges and a certificate.

Achievement of awards is rewarded by a Fun Day in the summer term.

What if my child makes a wrong choice?

Should a child make a wrong choice after **2 warnings** (verbal warning and then a written warning – name placed on whiteboard), they will then lose 5 minutes of play time or lunchtime. This will be recorded in the School Behaviour log which will detail the name of the child, incident of poor behaviour and date of the incident.

If their behaviour does not improve then they could lose further time, following the escalation process below:

- Loss of 5 minutes – 'Time out' Reflection in School Hall – Pupils to be taken to Hall and explanation for 'Time out' explained to teacher on duty.

- If a child loses 5 minutes of their breaktime on **more than 3 occasions** in a **2-week period** – They will be seen by Headteacher or member of the Senior Leadership Team for **15 minutes at lunchtime** and a phone call home to parents/carers will be made.

Should poor behaviour choices continue, school will work with parents to determine the next appropriate steps, which may include;

- Pupils to be placed on an **Individual Behavioural Support Plan**
- Removal of an agreed privilege at school e.g. withdrawal from fun activity
- Removal of an agreed privilege at home
- After School detention for **30 minutes** – In agreement with parents.
- Unable to attend a school trip (school would ensure there no impact on ability to access curriculum)

Deliberately hurting others

Responding to incidents where a child is deliberately hurt, yet is not a serious incident (if serious, this would then move to review under our **Exclusions Policy** as mentioned below), this will be investigated and if it is proven, then the child will lose **10 minutes of playtime or lunchtime**. They will then be seen by a member of the Senior Leadership Team.

If they deliberately hurt a child again, yet it is not a serious incident, then they will **lose 20 minutes of playtime or lunchtime** and be seen by the **Headteacher**, or member of the Senior Leadership Team in his absence and a phone call home to parents/carers will be made.

All children who lose time will be supported to reflect on their behaviour and supervised throughout the period of consequence.

School staff are fully aware of the expectations and Code of Conduct and the content of the Positive Behaviour policy. They encourage good behaviour by commenting positively on examples of good work or behaviour. They use the same reward and consequences system to maintain a consistent approach to behaviour throughout the schools.

Staff are required to read this policy whenever it is reviewed and confirm that it has been understood. They are also involved in discussions and training throughout the year, to ensure a consistency of practice across the schools.

Lunchtime Behaviour

Lunchtime is an influential and important time in a child's school day. It is a time when they are free to form friendships, to structure their own play and exert self-discipline and responsibility towards others away from the structured environment of the classroom.

At The Three Schools, lunchtime supervisors are aware of the Positive Behaviour policy and time is given during regular discussions to monitoring and evaluating practice and plan initiatives. This enables them to manage the children in school in a manner consistent with this policy. They are encouraged to respond positively to examples of good behaviour and reward appropriate responses. The supervisors are expected to liaise closely with Headteacher, Senior Leadership Team and class teachers and report both good and inappropriate behaviour choices.

Early Intervention

Early and effective intervention has an important part to play in developing appropriate behaviour. The Three Schools are committed to modifying a pupil's inappropriate behaviour as soon as it starts to cause concern, regardless of the age of the child. Parents will be fully informed and involved at all stages of the intervention, thus enabling home and school to work together to bring about behavioural change.

Equal Opportunities

The Three Schools' Code of Conduct, alongside its curriculum, promotes equal and fair treatment of all irrespective of gender, ethnicity, culture, belief or ability. Behavioural expectations are the same for all children, as are the rewards and consequences used to promote positive behaviour. But, it is recognised that some children may require additional support. As necessary, Individual Behaviour Support plans may be put in place.

Bullying

At The Three Schools we define bullying in the following way:

Definition of bullying

As defined in "Valuing All God's Children - Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying" (Second Edition) Summer 2019

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

Types of bullying

(As defined in 'Valuing All God's Children - Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Second Edition) Summer 2019)

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances

The Three Schools are aware that it is possible that the bully may be an adult and will impose appropriate sanctions and if necessary follow safeguarding procedures where this is the case.

The Three Schools adopt a preventative approach to bullying. It recognises the need to work as a whole school community to stop bullying occurring. The school communicates a strong anti-bullying message to children through the school ethos. **The Three Schools Anti-Bullying Policy** should be read in conjunction with the **Positive Behaviour policy**.

Children who may require additional support

A few children, at some time during their school education, will require extra support with the management of their behavioural and their emotional needs. Support can be provided through the implementation of the Code of Practice for Special Educational Needs and Individual Behaviour Support plans

Child on Child Abuse including Sexual Violence and Sexual Harassment between Children

It is essential that staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment

as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 2024).

The Three Schools Child on Child Abuse Policy should be read in conjunction with the **Positive Behaviour policy**.

The Three Schools staff who work with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers and all staff should be aware of safeguarding issues from Child on Child abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make judgements about each specific case and should refer to the **Child on Child Abuse policy** for these matters.

Behaviour on Educational Visits

We expect the same standards of behaviour off site as we do at school and the behaviour policy and principles apply to educational visits as well. The visit leader for each educational visit will clarify any specific behaviour expectations with the children prior to the visit taking place in line with the visit risk assessment process.

Behaviour beyond the school premises

We expect the same standards of behaviour whenever the children are representing the school. Therefore this policy and principles apply to educational visits, including sports events and forest school expeditions. The visit leader for each educational visit will clarify any specific behaviour expectations with the children prior to the visit taking place in line with the visit risk assessment process.

Should children behave in a manner that may harm the reputation of the schools, action may be taken, in accordance with this policy.

Behaviour Plans and Risk Assessments

In order to support children with challenging behaviours, the school will carry out risk assessments for identified children and have these agreed and signed by parents/carers. Our school Behaviour Plan format will be used to ensure that clear targets and strategies are being used to support the desired behaviours and will be personalised to each individual’s child’ needs. These will also be agreed with parents and reviewed at agreed intervals.

Use of reasonable force

The school follows the Department for Education's advice on the Use of Reasonable Force.

Confiscation of items

Should a child bring an item into school that may present a danger to themselves or others, such as knives or drugs, the Senior Leadership Team retain the right to search and confiscate such items. Parents will be informed whenever this occurs, irrespective of whether items were found. Confiscated items will be given to the parents, unless they need to be passed to the police.

Exclusions

We follow national statutory guidelines on exclusions provided by the Department for Education.

As the national guidance states, a decision to exclude a child is based only on disciplinary grounds.

Examples of behaviour that could lead to exclusion:

- Highly offensive/repeated swearing
- Physical harm to adults or children
- Extreme and/or aggressive behaviour
- Significant damage to property
- Criminal activity
- Absconding from school premises
- Putting the safety of themselves and/or others at risk of harm

The school will work with parents and other agencies to support a successful reintegration into school following a fixed term exclusion. This will include a reintegration meeting with the Headteacher, or Deputy Headteacher in his absence.

A decision to permanently exclude a child will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of themselves or the other pupils in the school.

In the unlikely event that a child does abscond from school, our policy is not to run after the child as this could increase the risk of harm to themselves. We will contact the police and parents immediately to support the safe return of the child.

Allegations against a member of staff

Any allegation against a member of staff would be dealt with through the Dealing with Allegations of Abuse against Teachers and other staff policy and guidance. If a child was found to have made a malicious accusation against a member of staff then a meeting would be held to ensure the child understood the consequences of their action and support provided for both the child and member of staff to reconcile differences. It is recognised that some children may require additional support to understand the severity of their actions.

This policy will be reviewed annually at the beginning of each new academic year.

David May – Executive Headteacher (The Three Schools)

Approved by the Governing Body: September 2025