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## Positive Behaviour Policy

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Lead reviewer: Helen Woodman, Paul Carter  
Approval by: Andrew Güntert (Chair of Governors)

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### ***‘Be Ready, Be Respectful, Be Safe’***

#### **Purpose**

We base our policy on the values of mutual respect, self-discipline and care for others. The goal is to make a safe, happy and stable environment where children learn to be thoughtful and respectful of others, allowing them to make excellent academic progress and thrive socially and emotionally.

In this, we place a strong emphasis on the importance of building positive relationships between staff and pupils and on the collaboration and support of parents as the parent’s attitude can have a strong impact on the pupil’s response to authority and rules in school.

This policy complies with section 89 of the Education and Inspections Act 2006

#### **Aims of the Behaviour Policy**

- Encourage, recognise and praise good behaviour.
- Prevent and discourage inappropriate behaviour.
- Deal with inappropriate behaviour in a fair and consistent manner.
- Develop pupils' behavioural skills that will benefit both themselves and the community they belong to.
- To nurture in our pupils a sense of self-control, and a recognition of responsibility for their own actions.
- To create the conditions for an orderly community in which effective learning can happen and in which there is mutual respect between all members.
- To foster positive pupil/teacher relationships as the key to classroom management and a positive teaching and learning environment for pupils.
- To establish good standards of behaviour. This is a whole school matter - a shared duty of staff, in partnership with parents and pupils themselves.
- To implement and review a clear policy that is fair and consistently applied. The policy should be understood and supported by the whole staff and has been properly and fully communicated to pupils and parents.

- The Senior Leadership Team gives a strong lead in taking a positive view of pupils.
- That pastoral care is an integral part of all teachers' work.
- To design and implement a curriculum that has been reviewed and deliberately structured towards the more active involvement of pupils in their learning and in planning their learning. The curriculum should teach pupils to have a recognition of more responsibility for their own progress and more opportunities for positive achievement in all aspects of school life.
- That sanctions are clear and communicated to all involved, but subject to constant review; in particular staff are encouraged to understand the objectives underlying the rules and to apply them fairly and equally.
- That special emphasis is placed on addressing problems at their source.
- That behaviour patterns are monitored and regularly assessed to identify and address any trends.

### **Children's Responsibilities:**

- To show their values both inside and outside of the classroom.
- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

### **Parents' Responsibilities:**

We ask that parents:

- Support the school in ensuring excellent behaviour in school is a shared expectation.
- Support the class teacher in any sanctions deemed necessary.
- Maintain open lines of communication with the school.
- Refer to 'Ready, Respectful, Safe'.
- Model positive behaviours and build relationships.

### **Staff Responsibilities:**

We expect every adult to:

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe';
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all children.
- Use a visible recognition mechanism throughout lessons (eg, **Class dojo**).
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with children.
- Never ignore or walk past children who are behaving badly.

## **School Leaders Responsibilities:**

Leaders are not intended to handle behaviour referrals by themselves. Instead, they should support, guide, model and show a consistent unity to the children along with their colleagues. We want senior leaders to:

- Be a visible presence around school to promote appropriate conduct.
- Help staff in bringing children back to learning by attending meetings and helping staff in conversations.
- Regularly acknowledge staff and children who exceed expectations with their efforts.
- Foster positive communication with parents.
- Identify and address staff training needs.
- Use behaviour data to plan and evaluate interventions.

## **Recognition and rewards for effort**

We recognize and reward children who go 'above and beyond' our expectations. Our members of staff recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those children who are hardest to reach.

Positive rewards include Class Dojo points, House Points, Teacher's Awards, Values Awards and Headteacher's Awards.

Celebration assembly takes place once per week, where at least two children from each class will be recognised in front of their peers. This child will have consistently demonstrated their commitment to our school rules and values. The children will receive a certificate to recognise their achievement.

## **Behaviour Management**

We believe that a key element of managing behaviour effectively is a close collaboration between parents and the school staff, as stated in our 'Home / School Agreement'.

For most of our children, a gentle reminder is enough. However, sometimes it is necessary for a child to leave their classroom for a short period of time. This step, if needed, will always be done with care and respect, taking into account individual needs as necessary. Staff will encourage the behaviour they want to see and will not give in to attention seeking behaviour. All children will be given some 'thinking time' between steps.

*At Swallowfield Primary every incident is assessed on an individual basis and managed accordingly, as we recognise all children's needs are different.*

## **Behaviour Pathway**

Where there are instances of unwanted behaviour all staff will follow the Behaviour Pathway. If the behaviour is deemed serious it will be referred to the Senior Leadership Team immediately.

### **Early Years and Key Stage 1**

The initial 3 stages will be the responsibility of all adults in school. We will follow the '123 Magic' approach (see below).

- 1 – a reminder of the expectations
- 2 – a warning of the consequences if the behaviour persists
- 3 – Timeout – the child will spend a period out of the classroom or miss an appropriate amount of their playtime.

The following stages will be managed by either the class teacher or a member of the Senior Leadership Team and will be recorded for internal monitoring processes.

- Stage 4 – reflection time – an opportunity for the child to consider what has happened and record how they could have acted differently
- Stage 5 – parents will be invited into school or contacted to discuss the behaviour and what steps should be taken
- Stage 6 – a behaviour support plan will be instigated.

### **123 Magic**

We follow a 123 Magic approach that includes a 'time out' for children not complying with the classroom rules.

Magic 123 helps children grow up to be self-disciplined adults who are competent, happy and are able to get along with others. It helps produce emotionally intelligent people who can manage their own feelings as well as understand and respond to the feelings of others.

The principle behind 123 Magic is managing difficult behaviour, promoting positive behaviour and strengthening relationships.

*It is important to direct the displeasure at the behaviour not the child personally.*

**Day to day usage-** 'That's 1', 'that's 2', 'that's 3' – if an adult gets to 3 then the child will have time out, with a timer and they should be given a brief explanation as to why they are having this time out. This is set by a timer and then the child returns to class/playground where there is no further discussion.

By keeping the explanation brief the child is completely clear as to what behaviour is unacceptable and why there is a consequence. Hopefully after a short period of using this strategy the adult will only have to say 'that's 1' or maybe 'that's 2' and the unwanted behaviour will stop. All children will know the expectation so if they hear 'that's 1' they understand the implication and consequence.

Different year groups will have different length timers – the younger the child the less time.

## **KS2**

The initial 3 stages will be the responsibility of all adults in school

- Stage 1 – a reminder of the expectations
- Stage 2 – a warning of the consequences if the behaviour persists
- Stage 3 – Timeout – the child will spend a period out of the classroom or miss an appropriate amount of their playtime

The following stages will be managed by either the class teacher or a member of the Senior Leadership Team and will be recorded for internal monitoring processes.

- Stage 4 – reflection time – an opportunity for the child to consider what has happened and record how they could have acted differently
- Stage 5 – parents will be invited into school or contacted to discuss the behaviour and what steps should be taken
- Stage 6 – a behaviour support plan will be instigated.

### **Incident Record**

A record of significant incidents of poor behaviour (Stage 4 and above) and the action taken is now recorded on our online reporting tool, CPOMS. School detention is not an option in this school. However, loss of lunchtime or playtime may be given for lack of classroom work, incomplete work, or poor behaviour.

### **Parental Involvement**

If there is consistent evidence of a child's failure to follow the 'Be Ready, Be Respectful, Be Safe' rules the child's parents will be invited into school to discuss school's concerns and how parents can help their child meet the behaviour targets set by the school. Where a pupil's behaviour continues to cause concern then the school may suggest that advice from agencies outside school should be sought e.g., an educational psychologist.

Teachers will aim to establish a good rapport with the parents by giving as much positive feedback as possible. They will try and establish a quick chat at the school gate several times a week as well as scheduling the formal feedback meetings. Direct contact can often correct misunderstandings and children realise that parents and teachers talk to each other.

### **Racist Incidents**

Following the recommendation in the Macpherson report **all** racist incidents will be recorded. Not all however, will be investigated and reported to parents. For detailed guidance on how the school deals with racism please refer to the policy on racism.

### **Internet Safety**

Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our E-Safety Policy.

### **Special Educational Needs (SEND)**

A pupil has a special education need if s/he has a medical, learning, emotional or behaviour difficulty which calls for special educational provision. Special educational provision refers to provision, which is additional to, or different from the provision made for others of the same age in the school.

The consistent review and implementation of this behaviour policy should meet the needs of the majority of children. For those whose needs cannot be met then we must provide additional support through the SEND Code of Practice.

The most sensitive and effective support for pupils with emotional or behavioural difficulties come about because of early intervention and targeted provision. To meet the SEN of pupils and enhance the school provision we have established strategies to monitor behaviour and to analyse patterns in behaviour problems within school for individuals. Sometimes, this may mean addressing the training requirements for the whole school or individual members of staff. It is particularly important for new members of staff.

The consistent use of effective behaviour monitoring, recording and referral system can help promote school effectiveness and meet individual needs by:

- Developing effective strategies for managing behaviour – pupils and staff
- Identifying and assessing emerging pupil, staff and whole school needs
- Monitoring and evaluating pupils/schools progress towards targets
- Enabling the review and evaluation of whole school policy provision and practice for addressing behavioural concerns.

If a child is on the SEN register for emotional or behavioural difficulties s/he will have either an Individual Education Plan (IEP) or a Personal Support Plan (PSP). This latter document is a tool for providing support and intervention for emotional or behaviour problems.

### **Exclusion**

As a last resort, and only if the behaviour is deemed to be harmful to themselves or others or if the behaviour is seriously affecting the entitlement of other children's right to an education will exclusion become an option.

Exclusions can be fixed term or permanent. Swallowfield Primary follows the policy for the exclusion of pupils as laid down by Central Bedfordshire Council. Behaviour policies must be supported by recognising, diagnosing and meeting the needs of all pupils. Pupils who fail to conform despite the consistent implementation of the school's Behaviour Policy may require SEN provision.

Following an exclusion of 5 days or more the governors should convene an appeals panel meeting. At this meeting governors have several options:

- To overturn the decision and have the exclusion removed from the pupil's record
- To uphold the heads decision to exclude

- To uphold and extend the period of exclusion up to a maximum of 45 days in any one academic year
- To permanently exclude

### **Safe Handling**

*Team Teach* is an approach to resolve challenging behaviour by employing de-escalation techniques to ensure safe outcomes. In some circumstances, Team Teach trained staff may need to use reasonable force to intervene to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

All incidents of physical restraint must:

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

Following an incident requiring restraint, help will be sought from a first aider to establish that the pupil is unharmed. Staff will, together with the Headteacher, go over the events leading up to the incident and evaluate these. Following such incidents children may need some sensitive handling before they fully integrate into the life of school so that we do not set the pupil up to fail. If a teacher needs to modify the class routine for such a child they will not make it appear to be a punishment or sanction.

*Both the Headteacher, the Deputy Headteacher and 11 other members of staff have undertaken Team Teach Training in September 2023 at Swallowfield Primary.*