Positive Behaviour Policy

Author(s)	Mr M Haswell
Review body	Education Committee
Governor approval date	Autumn 2025
Date of review	August 2026
Date of next review	August 2027
Website requirement	Yes
Inspection folder requirement	Yes
Applies to	Whole School (including EYFS, day pupils and boarders)

Significant amendments

Date	Amendment	Initials
27/8/25	Updated to align with KCSIE 2025, incorporating guidance on child-on-child abuse, searches (including strip searches), mobile phones, malicious allegations, and enhanced sections on pupil support, transition, and legal duties under Equality Act 2010. Added explicit behaviour curriculum, resources/systems, and staff induction/support. Ensured compliance with DfE model policy, National Minimum Standards for Boarding Schools, and The Key Doc checklist.	MH
27/8/25	Changed names of staff that have left and updated with new staff	MH
27/8/25	Checked our Policy against the Shropshire Local Authority Policy/The Key Policy/ISBA Policy	MH

PRESTFELDE

Positive Behaviour Management Policy

Prestfelde School

September 2026

Positive Behaviour Management Policy

Positive Behaviour management policy applies to the whole school management of pupils including boarders.

Aims
This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school (Ready, Respectful, Safe).
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Promote good behaviour and respect for others.
- Secure an acceptable standard of behaviour.
- Promote self-discipline and proper regard for authority.
- Prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying).
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education.

Prestfelde School does not believe in corporal punishment. Corporal punishment is prohibited for all pupils in Prestfelde School and its use would ordinarily result in a crime being committed; a threat to use corporal punishment may constitute assault and the defence of reasonable chastisement is not available to school staff. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. There is no justification for inflicting pain on a child or young person as a parent (or any other adult carer). Any form of physical punishment that leaves a mark on a child or young person is considered an assault and is illegal under the Children Act 2004. It is also against the United Nations Convention on the Rights of the Child.

The focus of this policy is to ensure the safeguarding of the children within our care. See Prestfelde Safeguarding policy.

This policy complies with our funding agreement and articles of association.

School Behaviour Manager is - Deputy Head Pastoral - Mike Haswell

Head of Boarding – Mrs Keogh-Jones Head of Boarding
Senior School Manager is - Head of Senior School – James Peakman supported by the:-

- Form Tutors

- **Head of Well-being** - Mrs Holly Keogh-Jones

These form our 'Pastoral team' with **SENDCO** Anna Price and Head of Wellbeing Mrs Holly Keogh-Jones.

Middle School Manager is – Mike Haswell supported by Form Tutors

Little Prestfelde Behaviour Manager is - Head of Little Prestfelde – Cath Morgan

Legislation and statutory requirements
This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022.
- Searching, screening and confiscation: advice for schools 2022.
- The Equality Act 2010.
- Keeping Children Safe in Education 2025.
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.
- 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.
- National Minimum Standards for Boarding Schools 2022 (e.g., promoting positive behaviour, preventing bullying, and boarders' rights).

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.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or prep.
- Poor attitude/ being rude.
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Rough physical contact which could cause harm.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments.
    - Sexual jokes or taunting.
    - Physical behaviour such as interfering with clothes.
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited/banned items. These are:
    - Knives or weapons.
    - Alcohol.
    - Illegal drugs.
    - Stolen items.
    - Tobacco and cigarette papers.
    - Fireworks.
    - Pornographic images.

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Bullying
Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

- Physical (e.g., hitting, kicking).
- Verbal (e.g., name-calling, taunting).
- Relational (e.g., social exclusion).
- Cyber-bullying (e.g., online harassment).
- Prejudice-based and discriminatory (e.g., based on protected characteristics).

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
• **Prejudice against Protected characteristics**	Prejudice- based language will not be tolerated. This may include: **Racist:** racial taunts, graffiti, gestures. **Sexual:** Unwanted physical contact or sexually abusive comments **Homophobic:** because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable.
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Roles and responsibilities

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

The Headmaster
The Headmaster is responsible for reviewing and approving this behaviour policy. The Headmaster will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff
Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents via Class Charts.
- Collating the chronology of events which includes children's statements and accounts.
- Following up on interventions and their impact within Form time, to ensure the circle is completed and the child is supported.
- Monitoring of the impact of interventions is not only supported by senior staff but also overseen by them.

The pastoral team and the senior leadership team will support staff in responding to behaviour incidents.

Parents
Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher - form tutor promptly.

Pupil (inc. Boarders) code of conduct- Pupils are expected to display the characteristics of a Prestfeldian by:

- Show respect for every pupil and adult.
- Use words that compliment, help and support people.
- Settle differences peacefully together.
- Take care of the school, your belongings and the belongings of others.
- Always be where you are supposed to be.
- Remember Ready, Respectful, Safe. (See Appendix
- Make sure your behaviour enables all children to learn positively in class.
- Move quietly around the school demonstrating a respect for others.
- Line up and wait quietly outside the classroom to be greeted by your teacher.

- Always wear the correct uniform.
- Learn from your behaviours at all times.

Behaviour Statement

Our central aim is to celebrate the uniqueness of every child and facilitate each child's well-being and active learning, in a happy, friendly, secure and enriching environment in which children feel cared for and can develop to their full potential in all areas.

We believe that everyone has a right to feel valued, respected and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt.

This policy provides guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process. By modelling positive behaviour and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and well-being of everyone.

We aim to build relationships where all involved in the school are working together in an atmosphere of respect, sensitivity and trust where all individuals support, listen to and value each other with an understanding and a respect for our British Values.

Children must have an understanding of the fundamental British Values which underpin our society.

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with protected characteristics including different faiths and beliefs or those without beliefs.

Link to our School Values and SMDCS policy

Statement of Intent

For all children to achieve their potential, they need to feel safe and secure, valued and able to engage in activities with confidence. They also need to develop an understanding and respect for the feelings of others and the basis for determining appropriate behaviour, and be supported according to age and development in managing feelings and behaviour

This policy aims to outline the principles of how we promote positive behaviour within our setting. It clearly details expectations of behaviour and interactions, support for positive behaviour, and strategies for managing challenging behaviour or conflict.

Prestfelde recognises parents as the main educators of their children and the importance of parents' involvement in the process of promoting positive behaviour. All parents are informed about the approach to behaviour, which is initially discussed during the induction process, and parents are consulted at an early stage should any issues regarding behaviour arise.

The policy is shared with all staff and provides a basis for a consistent approach across the School 3 -13 years, whilst appreciating adaptations the age and stage of development for each child. Prestfelde is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

Positive Behaviour
All adults in the Prestfelde community set a positive example at all times, in accordance with the statement of intent (above). Staff are expected to support parents by modelling a positive approach and displaying understanding and knowledge of child development and so encourage parents to use positive behaviour strategies.

We recognise the role of the planned provision in encouraging and promoting positive behaviour and are committed to providing appropriately for the needs of the child. The physical environment is stimulating and of high quality, while offering opportunities for rest and withdrawal to suit children's needs. Adequate resources are available to minimise the likelihood of conflicts.

Children are aware of routines within the school, and boundaries regarding responsible behaviour are clear and consistent. Children are encouraged to feel a sense of ownership and pride in their Prestfelde community and are consulted and involved in discussion about rules and routines as appropriate to their age and development. Contributing in a positive way to tasks within the School routines enables children to feel involved and to accept responsibility.

In interacting with others, mutual respect and concern for the feelings of others is a cornerstone, that is always modelled by adults in all interactions with children and other adults. Children are encouraged to be aware of their own feelings and the feelings of others, and as appropriate to recognise and take responsibility for the impact of their actions on others.

The role of the adult
When addressing any behaviour, whether positive or negative, the behaviour is separated from the child. Children need to know that whatever their behaviour, they are always cared for and valued, whatever their behaviour. Through adults' positive comments about children's appropriate behaviour, they learn that we notice and value behaviour which is helpful, responsible and kind.

Rewards and sanctions
List of rewards and sanctions

Positive behaviour will be rewarded with

Individual Rewards
• Little P- super student, good to be green, rainbow drops, golden time, special mentions. • Middle School – bucket fillers, e-praise points, golden time, star pupil, special mentions, Middle School Awards, Head's Special Mention, Buddies, Golden Ticket. • Senior School – Head's Special Mention, class chart points, subject specific special mentions. • Verbal praise – All Year groups and ongoing • Individual class / subject teacher own reward system – All Year groups • Celebration Chapel-special mentions are announced by Head of School/Form Tutor/SLT member of staff leading the assembly. • Heads' Commendation - for an outstanding piece of work, effort or personal quality All Year groups

- ‘Choc and Chat’ with Head - following half termly grades & nominated by form tutor, as a result of improved effort and/or achievement.

House Rewards

House points (in and out of the classroom) – Staff issue class chart points which are recorded electronically on Class charts.

Birkett Shield – awarded to the winning house

Whole School Rewards

Speech Day Awards

- Effort and Achievement for each class.
- Each child gets a certificate
- Year 8 get special subject prizes

End of Term Awards for effort/attainment/progress/citizenship – Book token/book for each class Reception to Yr 6 -

Unacceptable behaviour is dealt with in a clear and consistent manner, maintaining respect and care for the feelings of the child. The teacher’s discretion will be used to determine the type of sanction/behavioural management needed and this will be logged on the child’s file within Class Charts. Depending on the stage of the behaviour, parents may be requested to a meeting to discuss the behaviour and work together to support the child. (see behaviour communication system)

Sanctions

Whilst recognising the importance of consistency, the School will be guided primarily by the interests, pastoral needs and welfare of the individual pupil when administering sanctions. In general:

- Sanctions should not humiliate, degrade or belittle a pupil
- Sanctions should help a pupil understand the consequences of their actions
- Sanctions should enable pupils to put something back and repair what they have done wrong
- Sanctions should reunite pupils with the community rather than reject or ostracise them
- Sanctions should be appropriate and in proportion with the wrong done.
- **Corporal punishment is illegal in all circumstances and is never used.**

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be. The school’s response will be:

- Proportionate.
- Considered.
- Supportive.

- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include:

- Detention.
- Suspension.
- Permanent exclusion.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally.
    - Refer to early help.
    - Refer to children's social care.
    - Report to the police.

Please refer to our child protection and safeguarding policy for more information.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the teacher has statutory authority to discipline the pupil.

Responding to Misbehaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering Whether a Pupil Displaying Challenging Behaviour May Have Unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The following represent a range of suggested interventions and sanctions in response to examples of poor behavior to be used as a guide.

Teacher, Duty Staff or Trip / Activity Staff	
• A quiet word or verbal warning • Separate from others in class • Brief cooling-off time out of lesson (if in class) or away from an activity	Single or isolated incidents of: • Poor level of concentration / engagement in class • Lack of 'co-operation'

• Requiring the pupil to finish / complete work at break • Appropriate task – such as tidying dining room if poor behaviour at lunch. • Note on Class Charts and /or discussion with tutor	• School uniform infringements • Failure to adhere to instructions • Low-level unkindness, anti-social behaviour, lack of care and consideration towards others • Inappropriate language
Tutor	
• Discussion with pupil and / or parents • Report card or behaviour management card • Raising of concerns at staff meeting • Loss of privileges • Exclusion or restriction from a breaktime, activity or event • Referring the pupil to a senior member of staff • Restorative activity (eg tidying up if a pupil has made a mess) Interventions such as SUMO, 1:1 pastoral support with a focus upon restorative justice. • Additional and responsive PSHE Values teaching to enforce school expectations and behaviours across the school.	Repetition of incidents above or • Rudeness, insolence or defiance to staff • Unsafe behaviour • Persistence of poor behaviour in class or activity compromising the learning and enjoyment of others • Unkindness to others
SLT in partnership with Pastoral Team	
• Behaviour Strategy Meeting with parents and /or pupil • Detention • Supervised internal exclusion • Letter to parents • Withdrawal of bus travel	Sustained incidents as above or more serious 'one-off' incidents: • Poor behaviour on a bus: reported by either a senior pupil (bus prefect) or the bus driver or another pupil or adult. • Significant/persistent unkindness, antisocial behaviour, lack of care and consideration towards others • Offensive and/or abusive language • Disregard for property (school and other pupils') • Acts of physical aggression
Head	

• Formal meeting with parents • Suspension / Expulsion See Policy on Suspension & Expulsion Procedure for further details	• An incident of very serious misconduct • Persistent misbehavior which is adversely affecting other members of the school community or which brings the school into disrepute on or off the school premises • Failure to meet the accepted standards of commitment to academic work, school rules or a disruptive combination of both

Behaviour which may constitute 'bullying', will be investigated further and dealt with according to the Anti-Bullying Policy.
With the youngest children, where the age and stage of development may prevent understanding of an explanation of why any negative behaviour is inappropriate, staff would redirect the child's play at an early stage by using distraction. Any dangerous behaviour will be stopped immediately. Usually, children will be given a brief explanation about the effect of their behaviour, and encouraged to become aware of the feelings of other children or adults. Conflicts between children will be managed as problem solving situations, involving children in considering the feelings and opinions of the people concerned and helping to suggest solutions.

Where challenging behaviour occurs, parents/carers will be informed and consulted about the strategies used within school to manage and support improved behaviour with positive targets to support improved behavioural outcomes.

Partnership between parents and the school are vital to ensure a consistent approach to support expectations of all children at home and school.
As part of the confidentiality policy children's behaviour will only be discussed in a confidential environment, by parents/carers of the child, the staff concerned and the managers or deputy managers.

Malicious allegations
Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.
Please refer to our safeguarding policy and procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.
The headteacher will also consider the pastoral needs of staff accused of misconduct.

Classroom management
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Consideration of expectations are made in terms of the age and development of the children.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct or their own classroom rules.
- Develop a positive relationship with pupils, which may include:
    - Always be prompt in your own attendance to all lessons and duties.
    - Greeting pupils in the morning/at the start of lessons

- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Noticing and acknowledging positive behaviours. Highlighting and promoting good behaviour at every opportunity
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Explaining the consequences of some behaviours and offering choices.
- Providing strategies to support children's problem solving and understanding of the situation.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. makaton, gestures, visual timetables and puppets
- Recognising and acknowledging feelings to encourage empathy.
- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources.
- Providing planned opportunities to discuss behaviour and feelings.

All staff employed by the school are responsible for creating a positive Values based ethos through praise and rewards for good work and in promoting desirable behaviour.

Many factors have a part to play, including ensuring that unacceptable behaviour does not arise from inappropriate levels of work; good classroom organisation and structures help to support children who have difficulty managing their own work; clearly defined guidelines and boundaries; high expectations; quick response to acceptable behaviour; make at least three positive comments to a class/individual before making a negative comment.

Within Prestfelde, we encourage all children in becoming increasingly responsible for their own behaviour by having a differentiated visual stimulus within each room to support the children's understanding of cause and effect.

Weekly, each class teacher will choose two pupils from their class to receive a 'Special Mention award at the Friday celebration chapel. This can be given in response to demonstrating good behaviour, Values, Learning behaviours and attainment.

We support our children to develop effective learning behaviours through our learning behaviour characters. These characters help to support the children in identifying positive learning behaviours throughout their school day. This is rewarded positively through our celebration assemblies and the characters are referred to within our special mention certificates.

Learning Behaviours
Children will explore learning behaviour characters linked to the whole school 'SECRET to success' learning how to become learners for life and become part of a school community.

Hello I am Tough Tortoise  (***I am Resilient)***
I don't give up easily and I like to be challenged
I just try, try, try, again
I use my shell to build up my 'ignore muscles', so I don't get distracted when I am learning
I talk to myself and say 'I can do it'
I also say 'Hocus Pocus Let Us Focus'

I keep going even when the learning gets ‘tough’

Hello I am Sensible Squirrel ***(I am Ready and Resourceful)*** 
I am good at finding the things I need to do a job
I like to use my ‘imagining’ eye
I try to find out things for myself and I think a lot about what things I might need
I also know where to go to find the things that help me with my learning
I make links with what I have learnt before to help me learn new things and I use a step by step way of learning
I ask questions and I am curious to find out more

Hello I am Wise Owl (***I am Reflective)*** 
I think back to the learning I have done before
I think about ways to get around ‘being stuck’ with my learning
I am good at planning my learning and know how I learn best
I like to think about things I already know so this will help with my new learning
I can review and change what I do to get better
I like to talk about the progress I am making and how I am getting better at learning

Hello we are Team Ant ***(We show Reciprocity and Respect)*** 
We are good listeners
We can work well together in a team.
We help each other with tasks and we remember to take turns
We try to imagine what it might be like to be each other and to understand one another’s feelings
We are also good at working on our own
Sometimes we learn by watching how others do something.

As the children move through Little Prestfelde these learning behaviour characters are linked into the school SECRET.

We want to enable all boys and girls to develop their love of learning, academic potential and individual talents in a caring Christian community which fosters sensitivity, confidence, a sense of service and enthusiasm for life.

Overarching manners and learning behaviours	Learning power link	EYFS	KS1-2	KS2-3	Prestfeldian
Courtesy Consideration Common sense	**Resilience**	**Tough Tortoise 1.Self manager**	**1. Self-manager**	**1.Self-manager**	
	Absorption Managing distractions Noticing Perseverance	*- I find out by exploring and playing with what I know. I am willing to have a go.*	*- I can **manage distractions** and show **perseverance** to see a task through to its completion.*	*- I can become **absorbed** in my learning by **managing** my environment. I can **notice** patterns and details and I am able to channel the energy of frustration into effective learning.*	I am self-assured and proactive. I can articulate my own thoughts succinctly.
	Reciprocity	**Team Ant 2.Effective Participator**	**2.Effective Participator**	**2.Effective Participator**	I am a well-motivated and 'rounded' student, capable of achieving the best academic results possible.
	Interdependence Collaboration Empathy and listening Imitation	*- I am keen to share my work with my teacher and my class.*	*- I **listen** to and value the ideas and suggestions of my classmates.*	*- I can **collaborate** effectively by showing **empathy,** adopting others methods and ideas.*	I am judicious in research and have the ability to question, and to challenge, to form my own opinions.
	Resourcefulness	**Sensible squirrel 3.Creative Thinker**	**3.Creative Thinker**	**3.Creative Thinker**	I can take on new challenges tenaciously, without fear of failure.
	Questioning Making links Imagining Capitalising	*-I have my own ideas, make links to what I already know and choose ways to do things.*	*- I can ask **questions**, starting to see **links** and patterns and **imagining** 'what if?*	*- I can use **reasoning** and work methodically to construct arguments, drawing upon resources from the wider world, **capitalising** upon future opportunities.*	I am an effective communicator.
	Reflectiveness	**Wise Owl 4.Reflective Learner**	**4.Reflective Learner**	**4.Reflective Learner**	I can relate to people from all backgrounds.
	Planning Revising Distilling Meta- learning	*-I enjoy achieving what I set out to do and I am motivated to keep on trying.*	*I can **plan** activities considering action, time and obstacles. I can be **flexible** and revise plans responding to what you know.*	*- I can **distil** my learning, by pulling out essential features. I have a grasp of my own **Meta-learning** and can talk about the learning process.*	I recognise my own potential and place within the community.
	Resourcefulness	**Sensible squirrel 5. Enquiring Mind**	**5. Enquiring Mind**	**5.Enquiring Mind**	I understand my strengths and areas of less strength. I am self-aware.
	Questioning Making links Imagining Capitalising	*- I can plan and carry out a project.*	*- I can use my **imagination** to explore by asking **questions** showing curiosity to explore new possibilities.*	*- I can **make links** between events and experiences, weaving a web of understanding, being able to **reason** and **capitalise** upon a full range of resources.*	I have a life- long ambition to better myself and to make a positive difference.
	Reciprocity	**Team ant 6.Team Worker**	**6.Team Worker**	**6.Team Worker**	
	Interdependence Collaboration Empathy and listening Imitation	*- I can work with others to achieve a common goal.*	*- I can recognise **interdependence** and understand the value and the strengths of everyone in my team, to be able to work **collaboratively**.*	*- I understand **interdependence,** being able to stand my ground in a debate, showing **empathy** and understanding of others' opinions, and at times, **imitating** by adopting others' methods, habits or values from whom I observe.*	

Interventions

Physical punishments or the threat of them are never used. Interventions usually involve distraction or a problem-solving approach.

Stages of behaviour management

All support staff work and act within the expectations of this policy but need to refer to relevant teaching colleagues any pastoral/behavioural concerns they may have.

All teachers/ key person colleagues complete a Behaviour Report proforma via Class Charts, which records the number of children at each behaviour stage. (This is discussed weekly as part of the pastoral team meeting.

The conversation with the child is key to ascertaining understanding, intent and sanctions to be given.
The adult involved in the conversation must speak to each child individually, ensuring that they have a witness to the conversation.
The conversation must support the reflection of the actions following the SUMO approach of
Event
Response
Outcome

1. Where is the issue on a scale of 1-10?
2. How important will this be in 6 months' time?
3. Is my response appropriate and effective?
4. How can I influence or improve the situation?
5. What can I learn from this?
6. What will I do differently next time?
7. What can I find that's positive in this situation?

www.SUMO4Schools.com

Physical restraint
In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort. See restraint procedure within safeguarding policy.**
- 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 within Class Charts and reported to parents on the same day.

Confiscation
Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.
We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headmaster, or by the Headmaster themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable to have another member of staff present as a witness.

The authorised member of staff carrying out the search will consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

In some cases, the authorised member of staff may conduct a search of a pupil of a different sex to them and/or without a witness present, but only where the authorised member of staff reasonably believes that 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 (who is the same sex as the pupil or who can act as a witness). In this instance, the staff member carrying out the search will bear in mind the requirement to consider the safeguarding of the pupil as a priority, and will take into consideration the age and needs of the pupil as the search is being conducted.

An authorised member of staff may conduct a search if they believe that a crime has been committed, or where they believe that the pupil is in possession of a prohibited item or any other item that the school rules identify as an item for which a search can be made, or if the pupil has, or is likely to have, possession of an offensive weapon.

Before conducting a search, the authorised member of staff will:

- Assess the risk to themselves and others.
- Assess whether there is a need to involve the police.
- Explain to the pupil why they are being searched.
- Explain to the pupil what is being searched for.
- Explain how the search will be conducted.

The authorised member of staff will consider the age and needs of the pupil to be searched when determining how the search will be conducted.

The authorised member of staff may use such force as is reasonable when conducting a search for knives or weapons, or any other item that may cause harm to the pupil or others.

The authorised member of staff will conduct the search in such a way that the pupil’s privacy and dignity is protected as far as possible.

Strip searches will only ever be conducted by police officers, and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Mobile Phones

Pupils are not permitted to use mobile phones during the school day. If brought to school, phones must be handed in at reception and collected at the end of the day. Misuse may result in confiscation and sanctions.

Pupil support
The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings internally but also involving parents and pupils identifying with specific behavioural and emotional needs of each child.
To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training
Our staff are provided with training on managing behaviour.
Behaviour management will also form part of continuing professional development and or INSET e.g. using external providers such as Pivotal to ensure a consistent cohesive approach across the school and address changes in national recommendations and guidance.

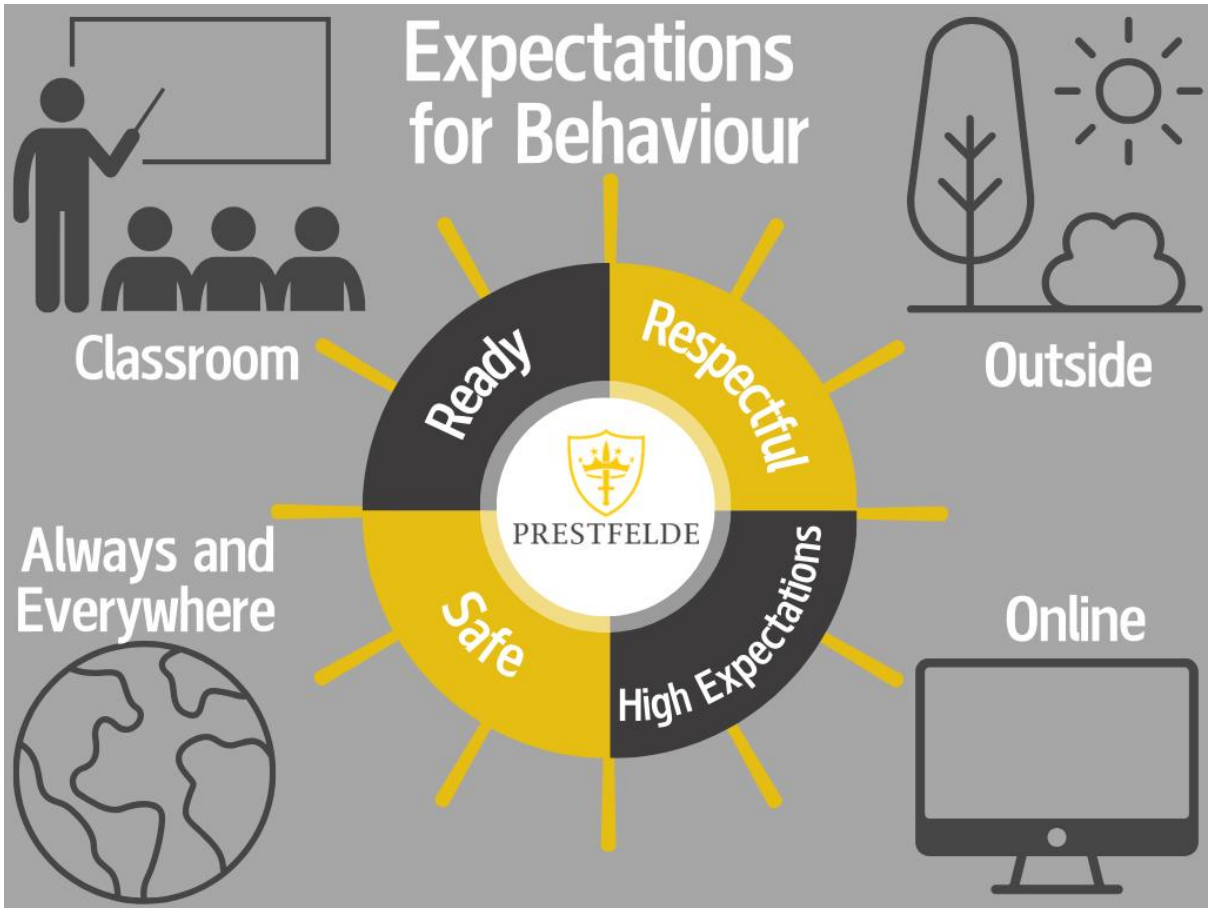
Monitoring arrangements
This behaviour policy will be reviewed by the headteacher and Education Committee annually or responsively when it has been updated. At each review, the policy will be approved by the headteacher.

Record keeping
Records of pupil rewards and sanctions are kept on the Class Charts database. When an incident is deemed serious enough to involve the Head, a record of the event is lodged in the pupil's file.
Suspension and permanent exclusions are recorded on Safeguard My School and a record kept in the pupil file. Staff who are involved in reporting or investigating an incident should be informed of the outcome.

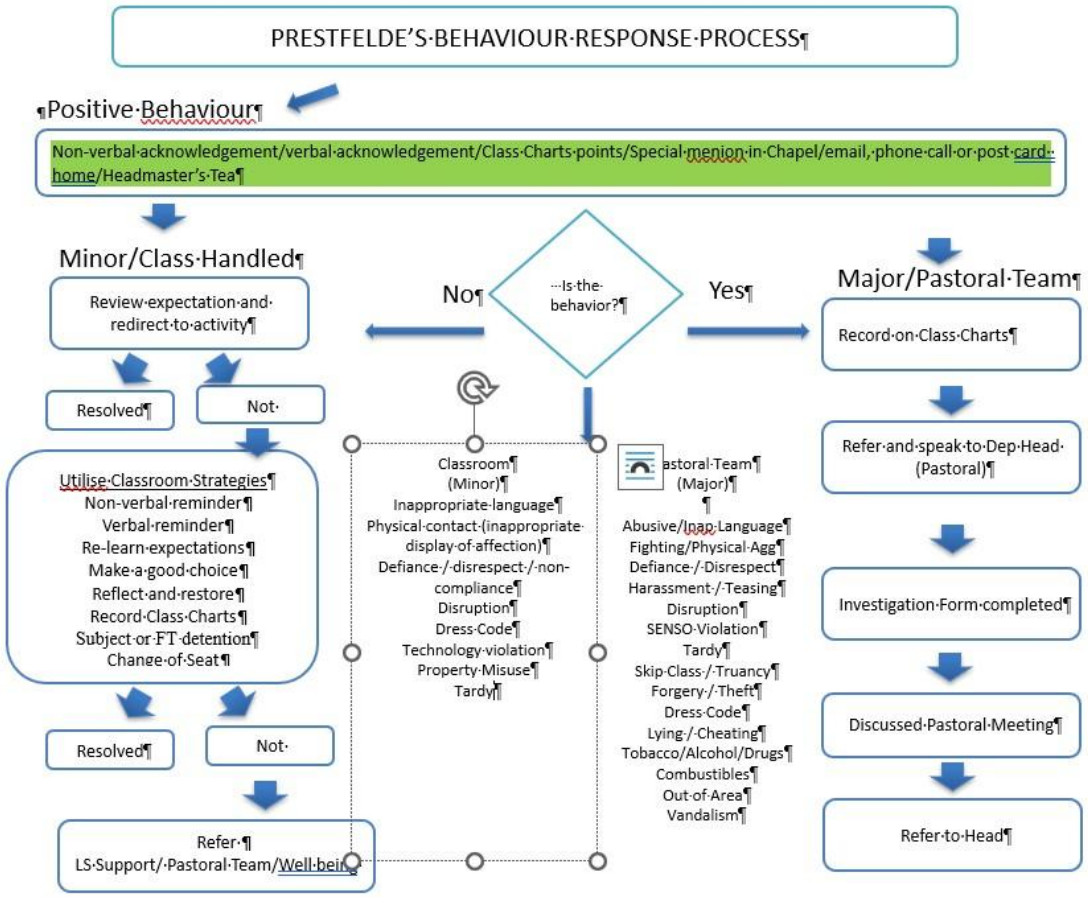
Records of rewards and sanctions will form part of the transition process (e.g year to year, Prep to Senior) where the information is appropriate and relevant.

Links with other policies
This behaviour policy is linked to the following policies:
- Exclusions policy.
- Safeguarding policy.
- Anti-Bullying policy.
- Online Safety policy.
- Equal Opportunities policy.

Appendix 1


Expectations for Behaviour
Classroom
Outside
Always and Everywhere
Online
Ready
Respectful
Safe
High Expectations
PRESTFELDE

Appendix 2


PRESTFELDE'S·BEHAVIOUR·RESPONSE·PROCESS¶
¶Positive·Behaviour¶
Non-verbal·acknowledgement/verbal·acknowledgement/Class·Charts·points/Special·menion·in·Chapel/email,·phone·call·or·post·card·home/Headmaster's·Tea¶
Minor/Class·Handled¶
Review·expectation·and·redirect·to·activity¶
No¶
···Is·the·behavior?¶
Yes¶
Major/Pastoral·Team¶
Record·on·Class·Charts¶
Refer·and·speak·to·Dep·Head·(Pastoral)¶
Investigation·Form·completed¶
Discussed·Pastoral·Meeting¶
Refer·to·Head¶
Resolved¶
Not·
Utilise·Classroom·Strategies¶
Non-verbal·reminder¶
Verbal·reminder¶
Re-learn·expectations¶
Make·a·good·choice¶
Reflect·and·restore¶
Record·Class·Charts¶
Subject·or·FT·detention¶
Change·of·Seat¶
Resolved¶
Not·
Refer·¶
LS·Support/·Pastoral·Team/Well·bein
Classroom¶
(Minor)¶
Inappropriate·language¶
Physical·contact·(inappropriate·display·of·affection)¶
Defiance·/·disrespect·/·non-compliance¶
Disruption¶
Dress·Code¶
Technology·violation¶
Property·Misuse¶
Tardy¶
astoral·Team¶
(Major)¶
¶
Abusive/Inap.Language¶
Fighting/Physical·Agg¶
Defiance·/·Disrespect¶
Harassment·/·Teasing¶
Disruption¶
SENSO·Violation¶
Tardy¶
Skip·Class·/·Truancy¶
Forgery·/·Theft¶
Dress·Code¶
Lying·/·Cheating¶
Tobacco/Alcohol/Drugs¶
Combustibles¶
Out·of·Area¶
Vandalism¶

Appendix 3

Lines of Communication to support the management of Positive Behaviour management.

Meetings and lines of communication	Procedure and expectations
Pastoral Meeting 	• All year group concerns are discussed within the pastoral meeting weekly to agree a way forward abiding by the whole school behaviour policy, procedures and sanctions to be implemented to ensure consistency and transparency. • The minutes of these meetings are shared within the Little P, Middle School and Senior School wider meetings to ensure communication and consistency in approach.
Head of Year 	• Daily and weekly overview review of class charts – ascertaining a chronology to share at the weekly pastoral meeting. • Communicate with parents as per our communications policy – upholding the professionalism of Prestfelde. • All communications to be logged and recorded within Class Charts.
Form Tutor 	• To monitor class chart information (daily/weekly) • To talk with child concerned to acknowledge and understand both sides. • Children to write account/statement of what happened. This account is to be saved as part of the evidence. • Communicate with parents as per our communications policy – upholding the professionalism of Prestfelde. • All communications to be logged and recorded within Class Charts.
Staff 	• Incident recorded and/or observed • Record incident on Class Charts. • Ensure that Form Tutor is informed both via Class Charts electronically and verbally/email.
Incident	

Prestfelde School Behaviour Principles

- Every pupil has the right to feel *safe, valued, and respected*, learning in an environment free from disruption and distraction.
- All members of the Prestfelde community, including pupils, staff, and visitors, have the right to be free from *discrimination*, fostering an inclusive and welcoming atmosphere.
- Staff and volunteers consistently model *excellent behaviour* and embody the school's values of *respect* and *safety*.
- *Rewards, sanctions, and reasonable force* are applied fairly and consistently in line with the school's *behaviour policy*, ensuring that pupils understand the consequences of their actions.
- The *behaviour policy* is clear and well-communicated, ensuring that both pupils and staff have a full understanding of expectations.
- *Exclusions* are only applied as a *last resort* and in accordance with the *exclusion policy*, which outlines transparent procedures for both *permanent and fixed-term exclusions*.
- Pupils are supported to develop *ownership and responsibility* for their behaviour, promoting personal growth and accountability.
- Families are engaged in behaviour-related matters to build and maintain *strong relationships* between the school and home, reinforcing shared expectations.

- The governing body reinforces that any form of *violence or threatening behaviour* is strictly prohibited and will not be tolerated under any circumstances, ensuring the safety and well-being of everyone in the Prestfelde community.

These principles align with our school values of being ***Ready, Respectful, Safe***, and maintaining the ***highest expectations*** for all.

Prestfelde Behaviour Response System

