



SWARLAND PRIMARY SCHOOL

"The Best That We Can Be"



Our principles for Positive Behaviour

The promotion of self-discipline and good behaviour are essential qualities if children are to be given the opportunity to develop to be the best they can be and learn how to interact happily and successfully with those around them. This policy applies to children whilst on the school premises and travelling to and from school on the school bus or on school visits. It has been written following advice for Headteachers and staff from the Department of Education, Feb 2024, "Behaviour in schools," and has due regard for school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

Commitment

Swarland Primary School are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and self regulation. It echoes our core values with an emphasis on respectful behaviour and safety, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

At Swarland Primary School we aim to:

- Promote good behaviour, self-discipline and respect with a view to safeguarding and promoting the welfare of children.
- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, show respect and to promote good relationships.
- Prevent bullying.
- Provide an interesting and stimulating environment where all adults and children work within a clear and consistent framework.
- Create conditions for an orderly and friendly community where there is mutual respect between all members and where effective learning can take place.
- Develop a whole school acceptance and recognition of responsibilities for their own decisions and any consequences of such decisions.
- Provide a robust and caring system for all children, including those children who may have emotional and behavioural difficulties, in order that they and their peers may learn in a safe and respectful environment.
- Ensure we have a strong system in place to support staff in managing behaviour including the use of rewards and sanctions.

- Use a proactive, positive and consistent approach to discipline.
- Promote self-esteem, strategies for self-regulation and a strong education in personal, social, emotional development.
- Encourage everyone to appreciate, understand and follow a simple code of conduct for behaviour which enables all members of the school community to be equally valued for the part they play in upholding those agreed values.
- Praise and celebrate the good work and behaviour, those who are responsible, kind and helpful and those who are providing a clear model of the behaviour that is expected.

Code of Conduct

At Swarland Primary School we operate a code of conduct system for behaviour. Around school we have displays indicating the positive behaviour that we want and a reminder that some behaviour is not wanted in our school. These behaviours and their consequences are described in clear, easy to understand language and are discussed and explained with the children.

Our overarching rules are RESPECT & SAFETY.

Good behaviour

Good behaviour. We believe that this behaviour helps us to be safe, happy and to learn. This is what we want to see in our school:

1. Listen to each other
2. Take turns
3. Be helpful
4. Kind hands and feet
5. Polite words

Consequences:

- You will be able to learn and help others do the same. This will help you have a happy time at school.
- Working hard to be the best that you can be
- If you work hard and behave very well you may receive a special reward in our Shining Star assembly, a positive praise note or praise call home or Golden Time. Assembly every Friday celebrates some of those who have shown good behaviour that week.

Warning Behaviour -

Warning behaviour. We believe that this behaviour is harmful to a happy and purposeful learning environment and therefore we do not want to see this in our school. This includes:

1. Interrupting or talking over an adult.

2. Running in school.
3. Saying unkind things or calling names including online.
4. Hurting others
5. Distracting others from learning.
6. Not treating the property of others carefully.

Consequences:

- You will be reminded that your behaviour is not acceptable.
- If you have been reminded and you do not stop, it will result in reflection time during your playtime. In reflection time you will talk to an adult about what has happened and what could have been done differently. You may have to write a letter of apology.

Stop! Behaviour -

Stop behaviour. This behaviour is unacceptable, compromises safety in our school and will have serious consequences. This includes:

1. Refusing to follow an adult's instructions, arguing back or rudeness.
2. Deliberately hurting someone.
3. Swearing.
4. Bullying including cyber bullying.
5. Stealing.
6. Breaking or deliberately damaging someone else's property.
7. Racist behaviour.

Consequences:

- You will definitely need to have reflection time at playtime and may need time out of your classroom
- Two reflection times in one week will result in parents being informed.
- The Head teacher will want to talk to you.
- You may miss out on further privileges in school.

These sanctions will be applied by all paid staff with responsibility for pupils to ensure consistency. Each day will be a new day - a reset. School based community service or imposition of a task such as picking up litter or weeding school grounds, or tidying a classroom will not be used as a sanction as these are responsibilities shared by everyone in the community. Similarly setting written tasks of writing lines as punishments will not be used as this has a negative effect on the positive view of writing across the school.

Emotional and Behavioural Needs - Pupil Support Systems

It is recognised that some children require alternative strategies in order to encourage positive behaviour, for a multitude of possible reasons. This school recognises that a rigorous approach to behaviour is important, and that this goes hand in hand with caring

for the emotional needs of all children, including those who may be some of the most vulnerable. When there is a behavioural need in school that is not being met by the current system, the following will happen:

1. The child's class teacher will meet with the Headteacher and/ or SENDCO. They will fill in a Behaviour Log. During this meeting they will discuss educational needs, social and emotional issues and key behaviours of concern.
2. From there a course of action will be decided upon. Parents will be involved and consulted. This should be appropriate to the individual and will differ from child to child. However, it could include: further monitoring by the class teacher; the formulation of an individual behaviour support plan in consultation with parents; referral to an educational psychologist or other agency. The strategies in this plan will be disseminated to necessary staff including teaching staff and lunchtime supervisors whilst being mindful of confidentiality.
3. The action to be taken will be recorded. This will be reviewed on a decided date, at least termly.
4. Parents, the Headteacher and the school SENDCO will be informed of any behaviour concerns.

Exclusions & Suspensions

Exclusions and suspensions will only be used when all other strategies have been exhausted and have not been effective. A decision to exclude or suspend a pupil for a **fixed period** will be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Individual suspensions will be for the shortest time necessary, so a pupil can reintegrate into the school afterwards.

A decision to exclude a child **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used only as a last resort.

For any fixed term exclusions the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion.
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion
- Inform the local authority of the pupil immediately of any permanent exclusion.

The Behaviour Log.

This log is to be used to see if there are trends in children's behaviour. A one off incident will be dealt with in school. Incidents that show a trend of persistent

behaviour will be dealt with in school and parents will be informed of their child's behaviour and given the opportunity to discuss it with staff.

Behaviour Management – Strategies used in Swarland Primary School.

- An educational programme which proactively teaches all children how to self regulate, manage feelings and emotions and develop knowledge of how their actions can affect others.
- The development of an ethos that has high expectations of the whole school community in terms of relationships, dress, code of conduct and usage of building.
- High expectations of care and respect for each other.
- A school code of conduct is discussed and explained to the children at the beginning of each year and referred to throughout their time at Swarland.
- Children come into school independently, hang coats and bags up and are expected to go straight into the classroom.
- Children arrive in the classroom in the morning and are expected to engage in a learning task straight away.
- Staff have developed an effective way of ensuring readiness from children - freeze, eyes, hands up, clap, counting down from 5 with praise for those demonstrating readiness etc.
- Children are expected to be quiet when some-one else is speaking - common courtesy.
- Children are escorted into assembly. Clear instructions are given in lessons and in free situations - expectations of children in following instructions.
- Children are lined up at the end of playtimes and are collected by staff and escorted into the classroom.
- There is consistent approach across school that values promotion of a positive learning culture and respectful environment without multiple extrinsic reward systems as the main strategy therefore developing intrinsic motivation of children.
- Teachers regularly congratulate children on their work ethos, contribution and effort.
- An achievement assembly takes place each week that celebrates success in and outside school.
- Every child's work is displayed at some point, children are proud of their work.
- There is a consistent approach across school in non-acceptance of unacceptable behaviour considering the age appropriateness of the behaviour. The school employs a number of sanctions when rules are deliberately broken to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and age of child. Pupils are spoken to on an individual basis where necessary and in groups if it has been a group action.
- There is a clear set of stages that say what to do in the case of persistent bad behaviour.
- We expect children to try their best in all activities.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will employ strategies appropriate to the situation to ensure the safety of all children.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is sent to the Headteacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to finding the root cause of the behaviour and thus address the cause of the behaviour.
- A series of incidents involving more than one pupil becomes the focus for discussion in assembly, pastoral sessions or PHSE.
- Good lunchtime behaviour and manners are rewarded and recognised with a place on the Top Table. This behaviour is rewarded by the lunchtime supervisors who select individuals who have shown role model behaviour at lunchtimes including manners, helping others, polite table manners.
- Children to and from school on transitions will be given a rigorous and effective transition plan which includes behaviour expectations.

Staff development and support

All staff have a shared responsibility in promoting good behaviour across the school and consistently using the behaviour policy. New staff will be introduced to the policy as part of their induction process. The leadership team will ensure all staff have support in promoting positive behaviour throughout the school. Professional development opportunities for staff who require or request support with behaviour management will be offered.

Staff will:

Meet and greet at the door.

Refer to 'Respect & Safety

Model positive behaviours and build relationships.

Plan lessons that engage, challenge and meet the needs of all learners.

Use a visible recognition mechanism throughout every lesson.

Be calm and prevent before sanctions.

Follow up every time, retain ownership and engage in reflective dialogue with learners.

Never ignore or walk past learners who are behaving badly.

Leaders will:

Meet and greet learners at the beginning of the day

Be a visible presence around the site and especially at transitions

Celebrate staff and learners whose effort goes above and beyond expectations

Regularly share good practice

Support others in managing learners with more complex behaviours

Use behaviour data to target and assess school wide behaviour policy and practice

Regularly review provision for all learners

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Parents

It is vital that school and home, work as a partnership. As already mentioned, if inappropriate behaviour persists, parents will be invited to the school to investigate the root cause of behaviour and strategies to address these needs. Staff will also contact parents via telephone, face to face or via praise notes home to celebrate good behaviour from individuals.

Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence of poor behaviour, so long as it is reasonable in the circumstances. Any confiscated or retained item will be securely stored in the school office until it can be returned safely to the appropriate person. Staff do have the power to search without consent for prohibited items including any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

Power To Use Reasonable Force

Members of staff have the power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

At least two members of staff have positive handling training. We use the guiding principles of:

Care - respect, dignity, empathy, person centered

Welfare - maintaining independence, choice and well being

Safety - protecting rights and minimising harm

Security - safe effective, harmonious and collaborative relationships.

Staff are permitted to use restrictive interventions to keep children safe. They are only used as a last resort after de-escalation strategies have been used. The school will use the least restrictive methods for the shortest time possible. They are used to maximise safety and minimise harm. Staff trained to use restrictive methods will treat the child with respect. Dignity and kindness. After the event staff will record what happened, debrief the child and staff - providing support where necessary using the

post crisis coping model (Crisisprevention.com). Any physical intervention will be recorded and parents notified.

Seclusion

Seclusion may be used as a non-disciplinary intervention as a safety measure. It involves keeping a pupil confined to a place away from others and prevented from leaving, to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. Any use of seclusion will be recorded and parents notified.

Recording & Reporting

We will record each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006. The record will include:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support.

A report of each significant use of force will also be given to the parents of the pupil involved as soon as practicable after the incident, and school will endeavour to do this no later than the same day.

The report will include:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

Confidentiality

Confidentiality will be respected and all matters relating to this policy will be treated with sensitivity.

Implementation

This positive discipline policy is promoted and the values implicit in it will be taught through the PSHE programmes of study and through other relevant curriculum areas.

A copy of this policy is provided for staff, the Governing Body and available to parents on the school website or by request.

Equal Opportunities

This policy applies to all pupils regardless of gender, sexuality, race, creed and ability.

Evaluation and monitoring

Staff & Governors will interrogate the data to:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

This policy is reviewed annually to ensure its effectiveness and relevance and published on our school website. Monitoring of the effectiveness of the positive discipline scheme takes place during lesson observations, learning walks and engagement of children in lessons, visitors' comments, Governor monitoring visits, questionnaire responses, etc.

Revision Record of Issued Versions			
Author	Creation Date	Version	Status
Louise Fletcher	10.08.22	1.0	Pending parent consultation
	9.11.22	1.1	Agreed by Governors
Changed by	Revision Date		
Louise Fletcher	06.10. 2023	1.2	New overarching rules. Reference to Paul Dix relational approach.
	15.1.24	1.3	Positive safety handling adjustments following training
	5.1.2026	1.4	Reference to new DFE guidance. Check against Paul Dix policy
	28.1.2026	1.5	New sections following new guidance from DFE issued for 1 st April 2026 regarding use of reasonable force and new recording and reporting statutory requirements,

Steps	Actions
Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
Reminder	A reminder of the expectations Respect, Safety delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage

Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
Time Out - Reflection	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
Reparation	A restorative meeting should take place before the next lesson.
Formal Meeting	A meeting with the teacher, learner and Head, recorded on behaviour log with agreed targets that will be monitored over the course of two weeks.