



Four Swannes Behaviour Policy



Approved by:

Full Governing Body

Date: July 2025

Last reviewed on:

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Next review due by:

September 2026



1. Introduction

At Four Swannes Primary School, we recognise that effective teaching and learning can only take place in an environment where behaviour creates a positive climate. Good behaviour is taught to pupils through effective modelling from staff, who demonstrate good manners, consideration, respect and positive recognition of good behaviour. At Four Swannes, we work together to help children feel positive about themselves, their abilities, relationships, achievements and powers of decision making.

We have adopted a therapeutic approach to behaviour that prioritises the valued experiences and feelings of everyone within the school community. We understand that the behaviour we see daily from children is the result of a multitude of different factors and are mindful of these. We also understand that a 'one size fits all' approach doesn't work, therefore have adopted a 'one size fits most' with additional support in place for those who need it.

The behaviour policy will also apply where behaviour outside of the premises may adversely impact the maintenance of good order and discipline within the school or where it may negatively affect the education and welfare of other members of the school community.

1.1 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 consistent, whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour, so that children will develop a sense of self-discipline and accept responsibility of their own actions
- Teach children how to resolve situations themselves by giving them the problem solving skills they need to discuss and reach a resolution with one another
- Provide a consistent approach to behaviour management that is applied equally to all pupils (with reasonable adjustments made for those children with SEN – see appendix 2)
- Create an environment of mutual respect between members of the Four Swannes community (staff, parents and children) that everyone is proud of and works together to protect
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

We recognise the important role that staff play in the creation of good behaviour and at Four Swannes, we achieve this by :

- Using positive reinforcement wherever possible
- Speaking calmly, politely and respectfully to model the kind of behaviour we expect from others
- Make a fair assessment of events by questioning all children involved in an incident (i.e. not labelling someone as a bully or victim without evidence, not taking sides of jumping to conclusions)
- Following up with behaviour concerns with an appropriate member of staff, in line with the behaviour policy



- Using preventative and supportive measures to help children, rather than solely applying consequences
- Ensuring children follow the school rules at all times

1.2 Definitions

As part of the therapeutic approach, behaviour is defined as follows :

- **Valued behaviour** is what we want to see : this behaviour can be such things as showing kindness to others, exhibiting our BRIGHT values, focusing in class or playing harmoniously in the playground
- **Detrimental behaviour** is what we don't want to see : this behaviour can be such things as repeated friction with peers, disruptive patterns in class or purposeful destruction of school property (please see comprehensive list below).

The therapeutic approach also recognises that all behaviour is a result of feelings, which can be split into two categories :

- **Helpful feelings** (e.g. happy, calm, contented, supported, accepted, belonging)
- **Unhelpful feelings** (e.g. angry, isolated, stigmatised, injustice, hunger, misunderstanding)

All pupils have a right to a safe and happy learning environment in which to learn and thrive. This cannot happen when there are repeated instances of detrimental behaviour which, in accordance with this policy, is defined as follows :

Low level detrimental behaviour / disruption :

- Disruption in lessons
- Non-compliance with instructions from a member of staff
- Loud / unruly behaviour in the cloakroom / corridors between lessons
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

Serious detrimental behaviour / disruption :

- Repeated breaches of the school rules
- Any form of bullying. Like:
 - Sexual violence 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 like 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, or sharing of unwanted explicit content



- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. Like:
 - 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)

1.3 Bullying

Bullying is defined as the repetitive, intentional harming of 1 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
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |



| TYPE OF BULLYING | DEFINITION |
|---|---|
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| 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. This also includes sharing of offensive audio, video or written content generated by AI. |

At Four Swannes, we aim to create an environment of tolerance and diversity, where disagreements between children are dealt with as soon as they arise in order to prevent the creation of bad feeling and lingering resentment. We do this through :

- The creation of three councils ('Diversity' 'School' and 'Wellbeing') in order to give children a forum to express opinions and ideas and have them listened to. The councils also present assemblies and work on areas of school life where they can promote diversity and wellbeing.
- Regular, impromptu circle time sessions in class to address any misconceptions / disagreements / incidences that affect the whole class.
- All teachers having an open door policy to both parents and children in order to address any allegations of bullying, all of which are thoroughly investigated before any blame is allocated. When there are instances of bullying identified, teachers work with children in a restorative manner to solve the problem, rather than apply a sanction immediately (in the first instance)
- Taking a holistic approach to tackle incidences of bullying online, especially those that occur outside the parameters of the school day. When incidences of bullying occur online and away from school, staff will address the children involved / the whole class if needed and discuss the issue with the parents involved / the whole class' parents if needed, to remind everyone of the school's approach to cyber bullying.

2. Roles and responsibilities

2.1 The governing board

The Four Swannes Governing body is responsible for :

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing the behaviour policy in conjunction with the head teacher



- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

2.2 The headteacher

The head teacher is responsible for :

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving the policy
- Ensuring the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour, in line with the behaviour policy, to ensure consistency across the school
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behaviour culture to ensure they understand its rules and routines and how to best support pupils to participate fully
- Offering appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour to any staff who need it, so that they can fulfil their duties as set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no group of pupils are being disproportionately impacted by this policy
- To ensure behaviour is continually monitored and the right support is in place.

2.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently across year groups
- Communicating the school's expectations, routines, values and standards through explicit teaching of behaviour and what qualifies as acceptable / appropriate behaviour within school
- Ensuring that they personalise their approach for those pupils with specific behavioural needs and applying the behaviour policy to them in a way that they can understand
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using Arbor in the first instance and CPOMS if there is a safeguarding concern (in this instance, a DSL / DSP will also be notified)
- Challenging instances of inappropriate behaviour
- Ensuring that they follow the correct steps when a need to escalate the response to behaviour is required
- Performing a pastoral role with children and parents if needed and provide the support required to help pupils adhere to the behaviour policy
- Ensuring that children know each day is a 'fresh start' and a new opportunity to start again with a clean slate



- To ensure that they schedule meetings at the end of the school year with the next year's teacher, in order to provide a smooth transition from one year group to the next.

2.4 Parents

Parents are expected to:

- Be familiar with the school's behaviour policy and support their child in adhering to it
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

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

2.5 Pupils

At Four Swannes, all children are expected to :

- Understand that they have a duty to follow the school rules (which will be explained to them by their teacher / classmates on their first day)
- Follow the school's routines (which will be explained to them on their first day. New children will be assigned a 'buddy' for their first week to help them acclimatise and get used to the routines of the school)
- Take ownership of their actions and admit when they have made a mistake with their behaviour, therefore allowing staff members to help them rectify it
- Understand the consequences of inappropriate behaviour
- Behave in an orderly and self-controlled way in all areas of the school
- Show respect to members of staff and each other (in the way they speak, their body language and their actions)
- Behave in class in a way that makes it possible for all pupils to learn
- Respect school property
- Wear the correct uniform (if this is not possible, a discussion needs to be had with either Mr. Moore (head teacher) or Ms. Steel (Deputy Head Teacher))
- Accept sanctions when given (the reason for the sanction will be explained by the person giving it to them in a clear way that they can understand)
- Refrain from behaving in a way that portrays the school poorly (e.g. when on school trips, when wearing their school uniform in public places)
- Only have mobile phones on the school premises when in Year 6 and walking home without parental supervision. These phones should be left in the office and collected at the end of the school day.
- Line up in the playground before school and at the end of break and lunchtime in a calm, quiet and orderly fashion
- Enter the school cloakroom in a calm, quiet and orderly fashion
- Sit quietly during assembly and listen to the member of staff who is addressing them throughout

Where appropriate, reasonable adjustments will be made to routines within the curriculum to ensure all pupils can meet the behavioural expectations (see appendix 2)

3.Pupil Code of Conduct



Four Swannes is a BRIGHT school, which means we expect all our children to display :

| | | |
|----------|--------------|--|
| B | Belief | in themselves and also in their peers and the staff of their school |
| R | Resilience | to recover quickly from setbacks / difficult situations |
| I | Independence | to be willing to give things a go on their own, but also to know when they can ask for help |
| G | Grace | to understand that they can't always be successful in everything and to recognise the achievements of others |
| H | Helpfulness | towards everyone in Four Swannes |
| T | Tenacity | To keep on trying and show determination, even when things are difficult |

There are five main school rules in place to reflect our values :

1. It doesn't matter if I'm not always successful, what matters is that I always try my best and don't give up
2. I care about my school and will make sure I look after it
3. I will always be kind, helpful and respectful towards others
4. I know what I can do on my own and when to ask for help
5. I will celebrate my success and the successes of others

Behaviour Curriculum

Rather than controlling behaviour, we aim to teach valued behaviour that is positive, helpful and promotes social acceptance. We dedicate time to the teaching and re-teaching of behaviour expectations and routines at the beginning of each term as well as teaching this through the following:

- **Relationships** : at Four Swannes, we have an open door policy, meaning that we will always make time to meet with parents and carers or talk to children about things that are worrying them. Be it at the end of the day or by appointment, we know that building trust comes through building relationships, which in turn leads to a mutual environment of respect and understanding.
- **Good modelling from staff** : we know that we cannot expect children to exhibit BRIGHT values and follow school rules if we ourselves do not model them first. All staff exemplify the kind of behaviour that we want to see in our pupils.
- **Positivity** : when giving instructions, or setting expectations, staff use clear, uncomplicated, unambiguous language, delivered with clarity and support children to understand and learn the behaviours expected in school. For example, "Stand next to me," "Walk inside," "Use a calm voice to explain" as opposed to "don't walk there" "don't talk like that" etc
- **Reward and Positive Reinforcement**: We recognise that positive experiences create helpful feelings, which in turn encourages valued behaviour. Please see the next paragraph (rewards and sanctions) for more information on these.
- **Restorative Conversation** : In order to support children to empathise and understand the impact of their detrimental behaviour on others, staff members will carry out restorative conversations after the incident and when a child is calm and able to reflect. Staff members are expected to model forgiveness through these conversations remembering it is the behaviour that a staff member is unhappy with, and not the child. Restorative conversations can be supported with Widget based pictures for those children who may struggle to understand the conversation either due to SEND or other language difficulties. The purpose of this conversation is to



explore the reasons for the detrimental behaviour and can form the initial basis for the development of strategies going forwards, which consider emotions and feelings and take into account any trauma and anxiety (see 'Scripts for Supporting Behaviour' for more detail).

- **Calm corners** : for those children who find it difficult to regulate their emotions within the classroom, the Calm Corner provides them with a safe space within the classroom but away from their peers to regulate their emotions before they escalate. Calm Corners are not used as a consequence but a quiet location to reflect, regroup and then return to work, enabling them to learn to regulate their emotions with increasing independence.
- **Zone of regulation** : this categorises feelings into distinct colours, in order to help children identify and manage them. The zones of regulation are :
 - Blue : low levels of energy and down feelings (e.g. bored, hurt sick, tired, exhausted, sad)
 - Green : calm energy and a sense of control (e.g. calm, happy, okay, focused, proud, relaxed)
 - Yellow : higher energy and stronger feelings (e.g. frustrated, worried, energetic, silly, excited, annoyed)
 - Red : extremely high energy, strongest feelings (e.g. overjoyed, wild, angry, out of control, terrified, furious)
- **Space outside the classroom** : some children may require the use of movement breaks if the Calm Corner is not enough for them to regulate their emotions. Movement breaks should be pre-arranged between the child and teacher, with a view of them being able to take them in an appropriate and reasonable manner / frequency. Children will also understand that abuse of movement breaks will lead to them being removed.
- **Responsibilities** : giving a child responsibility is a valued experience that creates the feelings vital for behaving in a valued way. We look for many ways to give the children responsibilities in school, including, but not limited to, the following roles:
 - School, Diversity and Wellbeing Council are made up of elected officials from years 3-6 who affect change around the school based on those three areas of school life
 - Year 6 helpers in assembly who support the member of staff by handing out certificates, reading house point totals and other tasks
 - **Year 6 house leads who help organising sports day and other school events**
 - Sports leaders, who organise play equipment and run playground activities to support with the management of behaviour out in the playground
 - Teacher Helpers who carry out various jobs in class and / or support EYFS during lunch breaks
 - **Playground buddies (children are able to apply and be trained as buddies to support valued behaviour at playtimes)**
- **Trusts adults** : children who lack a protective relationship at home will be provided with a 'trusted adult', someone with whom they can develop a strong relationship and can become a supportive caregiver for them within school. This relationship may include check-ins at the beginning and end of the day, enable them to grow in confidence and help them feel more understood.

4.Rewards and Sanctions

Good classroom management is essential when it comes to rules and routines, and this is the responsibility of the classroom teacher. Where each teach will vary slightly in the methods they use, all classroom management at Four Swannes should be used to :



- Create and maintain an environment that encourages pupils to be engaged and care about their learning
- Establish and maintain clear routines
- Communicate expectations of behaviour (verbally, pictorially or in other personalised ways depending on the needs of the class)
- Highlight and promote good behaviour (see more information on 'rewards' below) through positive reinforcement
- Deal with low level disruption (see more information on 'sanctions' below)

4.1 Rewarding Good Behaviour

When a pupil's behaviour goes above and beyond the expected standard, staff will recognise it with positive recognition and reward. Positive reinforcements and rewards should be applied clearly and fairly by all members of staff to reinforce the school's culture and ethos, routines and expectations. Good behaviour is rewarded with a good behaviour / house point on Arbor, notification of which is sent to parents.

Positive behaviour will be rewarded as follows :

| <u>Learning focused</u> (e.g. trying hard in class, producing good work, achieving an academic goal, making good progress in class) | <u>Promoting good choices</u> (e.g. good / improved attendance, showing evidence of one of the BRIGHT values, following a school rule, kindness to others, excellent or improved behaviour) |
|--|---|
| <ul style="list-style-type: none"> • Recognition in assembly <ul style="list-style-type: none"> ○ Mathematician and Writer of the Week Certificates ○ Reading certificates • Written comments on learning • Verbal praise • Work being shown to SLT / subject leader • Public displays of good learning • Class based recognition (e.g. WOW Wall / Star of the Week) • House points awarded • Positive notes home | <ul style="list-style-type: none"> • Attendance trophy (awarded to the class with the highest attendance each week) • Attendance stickers for individual classes on days when they have 100% • Weekly BRIGHT certificate (focus changes half termly) • Class based rewards • House points awarded • Positive notes home • Positive behaviour points on Arbor |

4.2 Consequences for detrimental behaviour

Staff, who observe the behaviour will always deliver consequences calmly and with care. To support consistency in response to detrimental behaviour, the school have developed a RAG rating system which all staff follow.

There are two types of consequences: educational and protective. Protective consequences limit freedoms and are necessary measures to manage the risk of harm that results in dangerous behaviours. When we use protectives consequences, we must evidence the educational consequences that are in place to progress the child to a point where we can return any freedoms limited by the use of protective consequences.

Educational consequences return freedoms. They involve learning, rehearsing or teaching so the protective consequence can be removed, and a freedom may be returned to a child.



To decide an educational consequence, the staff member needs to answer two questions:

1. What does the child need to learn?
2. How am I going to teach them?

Examples of educational consequences include the following:

- Restorative conversation to support children to empathise and understand the impact of their detrimental behaviour on others
- Conversation and exploration of the behaviour (i.e. a discussion of what happened and how the child should have responded and will respond next time a similar incident occurs)
- Social stories
- Completing tasks (e.g. unfinished schoolwork)
- Rehearsing (e.g. role play with dolls)
- Assisting with repairs (e.g. fixing a damaged classroom display)
- Educational opportunities (e.g. reading intervention if difficult behaviour occurs during guided reading sessions)
- Research (e.g. researching Paralympians after disability abuse)

As aforementioned, protective consequences involve limiting freedoms and are used in the short-term to manage harm.

Examples of protective consequences include the following:

- Increased staff ratio
- Additional support at lunchtime to develop social skills.
- Escorted in social situations
- Differentiated teaching space
- Part-time timetable
- Exclusion

Please see appendix 2 for information on how these practices should be adapted for children with SEND.

Please see the next page for a detailed breakdown of different levels of behaviour and how these are managed at Four Swannes.



| Levels of behaviour | Examples of detrimental behaviour | Protective / educational consequences | |
|---|--|---|--|
| | | In the classroom | Outside of the classroom |
| <p>Level 1 (low level detrimental behaviours)</p> <p>These should all be recorded on Arbor as 'negative behaviour points', which are sent home to parents to explain the detrimental behaviours experienced in class as well as the educational and protective consequences applied. This gives parents an understanding of what is happening in class and also forms the basis of future conversations with the teacher if required.</p> | <ul style="list-style-type: none"> • Calling out / talking over others • Disruption to others • Time delaying • Unwillingness to remain on task • Reluctance to follow instructions • Non-compliance with general class expectations • Not speaking respectfully to peers/adults by answering back or using a rude tone. • Name calling • Use of inappropriate language (not directed at an individual) • Leaving the classroom without permission | <ol style="list-style-type: none"> 1. Educational Non-verbal warning : child is given a look or gesture followed by "Thank you" as a reminder to return to task 2. Educational Child is given a polite verbal reminder : "[Name] Listen, thank you." 3. Educational & Protective Child is offered an alternative place within the classroom to work. At this point, the Calm Corner can also be suggested for self-regulation time if needed, as can a movement break. 4. Educational & Protective Child moves to a space inside a neighbouring classroom for a maximum of 10 minutes with their learning (timer used). A restorative debrief should follow with Class Teacher or TA. | <ol style="list-style-type: none"> 1. Educational Non-verbal warning- look or gesture followed by "Thank you." 2. Educational Child is given a polite reminder : "[Name] Listen, thank you." 3. Educational & Protective Child is offered a choice to play somewhere else on the playground or offered self-regulation time if needed. A restorative debrief with member of staff on duty should also be carried out. 4. Educational & Protective Child completes timeout outside on the playground for a maximum of 10 minutes. |



| Levels of behaviour | Examples of detrimental behaviour | Protective / educational consequences | |
|---|--|--|--|
| | | In the classroom | Outside of the classroom |
| <p>Level 2</p> <p>Parents must always be alerted.</p> <p>All Level 2 incidents and consequences must be recorded on Arbor and in certain incidences (i.e. if there is a safeguarding risk) on CPOMS as well.</p> <p>In some incidences, it may be necessary to address the behaviour whole class with discussion or circle time or to offer counselling to children who were affected by the detrimental behaviour.</p> | <ul style="list-style-type: none"> • Level 1 educational and protective consequences have proved ineffective over a period of time • Physically or emotionally hurting another child deliberately • Verbal or physical retaliation • Deliberate damage to school or personal property • Throwing objects around a classroom • Verbally threatening • Repeated use of inappropriate language and/or swearing • Sexualised language • Use of racist/sexist/homophobic/transphobic/fatphobic/ableist / discriminatory language | <p>5. Educational & Protective - Child moves to a space in the neighbouring classroom for remainder of the session with their learning. A restorative debrief should follow with Class Teacher.</p> <p>6. Educational & Protective - Child moves to a space in the neighbouring classroom for the remainder of the day with their learning. A restorative debrief should follow with Class Teacher</p> <p>7. Educational & Protective – child is sent to a member of the SLT for break and / or lunch. A restorative debrief should take place with the SLT member on duty and parents should be informed</p> | <p>5. Educational & Protective - Child to miss the rest of that break or lunch. If the incident occurs towards the end of break or lunch, they should miss their break/lunch the following day overseen by a member of the SLT. A restorative debrief should follow with the member of staff on duty who witnessed the detrimental behaviour and administered the consequence.</p> <p>6. Educational & Protective - Internal Exclusion – Depending on the nature of the incident child may need to be sent to SLT for the remainder of the half day/full day. A restorative debrief should follow with the member of staff on duty who witnessed the detrimental behaviour and administered the consequence.</p> |



| Levels of behaviour | Examples of detrimental behaviour | Protective / educational consequences |
|--|--|--|
| <p>Level 3</p> <p>These behaviours are the most serious or harmful and require immediate intervention.</p> <p>All level 3 behaviours should be recorded on CPOMS and parents notified immediately, with a member of SLT present during the meeting.</p> <p>This type of sanction is applied very rarely and only in extreme cases as a last resort.</p> <p>For more information, please see additional note below and : School suspensions and permanent exclusions - GOV.UK (www.gov.uk)</p> | <ul style="list-style-type: none"> • Continuation of level 1 or 2 detrimental behaviours after step 6 consequence despite staff intervention and support • Inappropriate language - swearing and persistent rudeness after step 6 consequence despite staff intervention and support • Leaving school grounds alone without permission • Serious physical/emotional harm to another child • Deliberate serious damage to school or personal property • Bringing in, physically threatening or using a weapon • Bringing in harmful substances/illegal drugs • Reported instances of bullying (where a child is subjected to a repeated campaign of physical or mental abuse for a prolonged period of time) • Behaviour that puts the child or others at serious risk of harm | <ul style="list-style-type: none"> • SLT should be notified immediately <ol style="list-style-type: none"> 7. Educational & Protective – any persistent level 2 behaviours or single occurrences of other detrimental behaviours listed will result in internal exclusion for up to 5 school days. 8. Educational – these behaviours may involve internal or external pastoral support (e.g. from Head Teacher, Deputy Head Teacher or an external agency if the behaviour is serious or dangerous enough) 9. Educational and Protective - Suspension- Between 1-3 days at the discretion of the Headteacher for repeated level 2 behaviours / a single instance of level 3 behaviour. Exclusions beyond 3 days will be based on a continuing threat to the safety of the child or others. Reintegration meetings and possible further pastoral support will support the educational aspect of the consequence. 10. Educational & Protective - Permanent Exclusion NB: Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. |



| | | |
|--|--|--|
| | <ul style="list-style-type: none">• Persistent poor behaviour which has not improved following in-school sanctions and interventions.• Sexual harassment and sexual violence (please see note on next page) | |
|--|--|--|

In instances where a period of internal or external exclusion has been applied, this should be followed by a reintegration meeting when the child returns to school with the class teacher and member of SLT (Headteacher, Deputy or SENCo) in order to reassure the child, reaffirm expectations for behaviour and give them an opportunity to discuss their concerns.



4.3 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

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

4.4 Internal Exclusions

Removal from the classroom is a serious sanction and will only be used in response to serious misbehaviour. This will only happen once other behavioural strategies have been attempted and failed or, if the behaviour is so extreme as to warrant immediate removal.

Pupils who have been removed from the classroom for an extended period of time (i.e. longer than the remainder of a lesson) are supervised by Ms. Camilla Steel (DSP, deputy head teacher) and will be removed for a maximum of one week. Pupils will not be removed for prolonged periods of time without the explicit agreement of the headteacher.

4.5 Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or persistent poor behaviour (i.e. behaviour which has not improved following the consistent application of in-school sanctions and interventions). The decision to suspend or exclude will be made by the head teacher and only used as a last resort.

4.6 Reasonable Force

The term 'reasonable force' applies to any situations where it has been necessary to involve physical contact with pupils and is applied using the minimum amount of force for the minimum amount of time possible. Reasonable force is never used as a punishment and when applied should be done so in a way that maintains the safety and dignity of all concerned.

Scripts for Supporting Behaviour



Staff members should employ these four approaches when scripting their language:

1. Positive phrasing (e.g. Come sit next to me for a story)
2. Limited choice (e.g. Would you like to sit on the chair or bean bag?)
3. Disempowering the behaviour (e.g. You can listen to the story from there.)
4. Consequence (e.g. We will check you understand the story before going out for break time)

In line with the therapeutic approach, when dealing with a child in crisis, we use the script below to support them and defuse a potentially harmful situation:

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

De-escalating Body Language

The following approaches should be employed to help de-escalate a potentially harmful situation:

- Outside of an outstretched arm (i.e. not invading the child's personal space)
- Sideways stance (i.e. not confrontational)
- Leaving an open door (i.e. the child does not feel threatened and 'fenced in')
- Relaxed hands
- Managing height (i.e. not towering over a child – e.g. consider crouching if safe to do so)
- Monitoring tone and volume so as to calm the child rather than escalating the situation and making it worse

Restorative Conversation

When the child is calm, a restorative conversation will need to take place in order to help the child and adult identify what went wrong and how this can be better managed in the future. This conversation should use the following sequence of questions :

- Can you tell me what happened?
- What were you thinking at the time?
- What are you thinking about now?
- How did it make you feel?
- Who else has been affected by what happened?
- What has been the hardest thing for you?
- What do we need to do to put things right?

The aim is to get the child to come up with the 'sanction' themselves, with support, so that it is a fair, reasonable and appropriate consequence.

Wider Support

We look for many ways to support children's personal development in school, including, but not limited to, the following

- CHEXS Growth Programme



- CHEXS Family Support for parents - this can include help with behaviour (by parent request and referral only)
- Referral to RIVERS Outreach Behaviour Support Team
- Referral to the School Nursing Team - referrals include support with anger management and anxiety

All of the support available is provided in a sensitive and individualised manner in order to meet the individual needs of children.

4.7 Children requiring additional 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 detrimental behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator (SENCo) will evaluate a pupil who exhibits detrimental 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 and 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.

The school will anticipate likely triggers of detrimental behaviour and put in place support to try to prevent them.

Please see appendix 2 for more information.

A Graduated Approach

The therapeutic approach to intervention recognises that in some instances, certain children may require a personalised plan in order to help them regulate their behaviour when in school. The graduated approach follows the following steps :

| | |
|----------------|--|
| Universal | The behaviour policy (this document) |
| Universal plus | Minimal additional support |
| Targeted | Early prognosis document Behaviour analysis table |
| Targeted plus | Predict, prevent, progress |
| Specialised | Detailed individual plan |

In summary, the graduated approach can be described as follows :

- The behaviour policy, as laid out in this document, applies to all children at Four Swannes. This is the 'universal' section of the diagram above
- Most children will be able to follow the behaviour policy without issue, some may require a small amount of extra support (e.g. extra reminders, check-ins with their teacher / TA). This is 'universal plus'.
- Some children will exhibit detrimental behaviours that cannot be regulated using the different levels of the universal behaviour policy. These children will require targeted intervention support, which requires the teacher working with the child and other



adults (e.g. TA, MSAs, SLT, parents) to come up with a personalised support plan in order to enable the child to learn how to regulate themselves safely. This is 'targeted support'.

- In some cases, targeted support won't be enough if children are exhibiting detrimental behaviours that put other children in danger. They will need special measures put into place to protect both themselves and others from harm. This could include a separate breaktime or seating in a specific area of the classroom. This is 'targeted plus'.
- If all of these levels fail, then this is when a specialised therapeutic plan is put into place, which may involve external agencies.

For targeted support upwards, regular review dates are required to ensure the child's plan is still working or if further / fewer measures need to be put into place to support them.

4.8 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

4.9 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 child protection policy/statement of 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.

5. Behaviour management

5.1 Classroom management

Teachers and support staff have a responsibility within the classroom to manage expectations and behaviour. All teachers are expected to :

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum, in addition to their own classroom rules
- Develop a positive relationship with pupils, which includes :
 - Greeting them in the morning / at the start of lessons
 - Establishing clear routines :
 - The date and LO should be written at the start of the lesson, before teacher input takes place. This should be done in 5 minutes and then books put away. LOs should be of a length that is appropriate for the children's age and stage of development
 - For English lessons, teacher input should be limited to a maximum of 20 minutes, in order to give children the maximum amount of independent learning time
 - For lessons that contain a combination of teacher input, independent work and then more teacher input, teachers should again be mindful of how long they talk for
 - Teachers should be mindful of break and lunch times, packing up the lessons five minutes before the lesson end in order to facilitate a swift exit into the playground
 - On the whole, children should not be doing their own marking, with the following exceptions :



- English editing lessons : the children should correct their work with purple pen, following their partner's feedback. This should then be followed up by teacher marking
- Short assessments in Maths : self-marking should only be used here with a view to clarifying methods and unpicking common misconceptions
- Communicating expectations of behaviour in ways other than verbally
 - If teachers have asked for quiet (using the count-up as detailed below), they should not begin talking to the class until silence has been achieved. This can be communicated by teachers standing at the front of the class in silence until the class are focused on them)
- Highlighting and promoting good behaviour (see examples below)
- Concluding the day positively and starting the new day fresh
- Following the steps as outlined in this policy to deal with low level disruption
- Using positive reinforcement wherever possible

In order to promote consistency across year groups, teachers should apply the following techniques in order to maintain a calm environment and promote learning (please see **appendix 3** regarding how techniques are adapted for EYFS)

- When a teacher requires children's attention (i.e. to call them back from a period of discussion or to refocus them) they should give them a count up from 1 to 5 (stop 1, stop 2, stop 3, stop 4, stop 5), with the understanding that by the time 'stop 5' is reached, the children should be quiet and focused on the teacher.
- In order to promote good behaviour, the class teacher should use a reward jar (i.e. the teacher rewards specific children for good behaviour by putting their name in a jar and at the end of the week, one name gets drawn to receive a prize. The more times a name gets put into the jar, the higher the opportunity of winning a prize becomes.)
- In the main part, and wherever possible, teachers will use positive praise for good behaviour e.g. I like how quietly ___ is reading instead of 'why are you not reading ___'
- The class teacher will think carefully about their seating arrangement (e.g. sitting children who need extra support with their behaviour closer to the front / with a sensible friend)
- A 'shout out' or 'WOW Wall' should be created to showcase great work or celebrate children who have shown a BRIGHT value
- BRIGHT reward stickers should be given to any child who shows a BRIGHT value (with the specific value they've shown explained to them)
- Teachers will deal with any incidents away from the classroom, so that the child doesn't feel as if 'all eyes are on them' while they're being told off.
- Class teachers should not apply whole class losses of part / all of break if the whole class is not to blame for the detrimental behaviour in class. In the case of individual children needing to miss all / part of break to account for time wasted in lessons, this should be handled sensitively, without singling them out in front of their peers.

When coming in from break and lunch :

- Children are expected to line up in a timely and organised manner. Though complete silence is unnecessary, the noise volume should be at a level so as to promote a calm re-entry back into the cloakroom and into class.



- Any classes who cannot achieve a calm re-entry into the cloakroom should be recalled, asked to line up again and repeat the action until they can do it in an orderly manner.

5.2 Confiscation

We will 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.

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

Pupils are helped to take responsibility for their actions

Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

On the next page, you will find a copy of the 'reflection sheet' that pupils should fill out as per the steps of the behaviour policy. Please note, if the child is unable to fill out a reflection sheet (either due to SEND needs, age, language proficiency or any other reason) then they should instead use the 'alternative reflection book', which will enable you to have the same restorative conversation in a more accessible format.

Reflection Sheet

School rules

- It doesn't matter if I'm not always successful, what matter is I always try my best and don't give up



- I care about my school and will make sure I look after it
- I will always be kind, helpful and respectful towards others
- I know what I can do on my own and when to ask for help
- I will celebrate my successes and the successes of others

This is what went wrong :

This is the school rule I did not follow :

This is what I will do now and in the future :

Name (child) :

Signature (child) :

Name of adult on duty / SLT :

Date :

Appendix 2 : Responding to Detrimental Behaviour for Children 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 detrimental behaviour 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 detrimental behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 detrimental behaviour, 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.

Children with SEND may require reasonable adjustments within the classroom setting in order for them to be able to access the learning and feel comfortable in the space. These reasonable adjustments will differ from child to child, but may include some of the following :

- Short, planned movement breaks for children who find it difficult to sit still for long periods of time.
- Adjusting seating plans to ensure children with visual impairments are close to the board.
- Adjusting seating plans to ensure children with hearing impairments are close to the teacher so that they can hear verbal instructions.
- Adjusting uniform requirements for children with sensory issues.
- Separation spaces for children to regulate their emotions if they need to.
- Staff training to understand specific conditions.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The detrimental behaviour was due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.



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

You may need to use the 'reflection book' with some SEND children who cannot access the reflection sheet, to enable a restorative conversation following incidences of detrimental behaviour.

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/carers 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

Appendix 3 : Responding to Misbehaviour for Children with ACEs (adverse childhood experiences)

Those children who have suffered a traumatic event may exhibit what others deem to be a disproportionate response to certain situations. This may be due to certain instances being triggering for them or an increased feeling of helplessness, rage or frustration.

When incidents of detrimental behaviour arise, we will consider them in relation to a pupil's past experiences. This will be considered in the way in which adults interact with them and also inform the restorative conversation process, so that they can understand the reasons for their reaction and how they can regulate and manage this going forwards.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of detrimental behaviour, 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 ACEs



When considering a behavioural sanction for a pupil with ACEs, the school will consider whether:

- The pupil 's reaction was automatic, as a response to the trigger / past trauma (and they need to be taught how to manage this)
- The pupil behaved in a way that could endanger adults or other children (and need to be taught how to anticipate this happening again and steps to take to manage it in the future)

When dealing with incidents of detrimental behaviour from pupils with ACEs, the restorative conversation forms a critical element of the process and will be used to help the child manage and regulate their feelings more constructively. We understand that this will not be a 'quick fix' and this will be considered when giving an appropriate sanction.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, outreach services (e.g. Rivers), 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/carers to create the plan and review it on a regular basis.

Appendix 4 : Adaptations for Early Years

| BEHAVIOUR MANAGEMENT IN EYFS – A MINI-GUIDE | | |
|---|---|---|
| Expectations (What we expect children to do) | Boundaries (What we don't want them to do) | Support (How you can support them to understand these rules) |
| Be kind and respectful to each other. Use words and your voice to say what you want. Listen to other people when they say what they want. | Not to use hands or feet to hurt another person. Not to carry on doing something if another person doesn't like it (e.g. chasing them) Not to use words to hurt another person's feelings. Not to damage things on purpose because they are angry. | Model for them how to ask for things, or how to say what they don't want, e.g. "Don't do that, I don't like it." Talk about feelings explicitly, e.g I know you're angry...Give the message that it's OK to be angry, but it's what you do about that anger that's important (e.g. it's OK to stamp your feet, but not to kick a person.) If a child does hurt someone , ask them to look at the hurt person. Ask the hurt child what they want the hurter to do about it. Ask the hurt person, do you want them to say sorry, or a hug or a handshake, or maybe for the person to go away for a while. This often resolves the situation. The child who cause the hurt gets some reflection time . If it's serious: If a child needs first aid, or is crying for a long time, or property is damaged deliberately, ask the child who |



| | | |
|---|---|--|
| | | <p>did it to stay with you for 5-10 minutes or until they've calmed down. (So the child is sat with you or walks around with you). If you need to restrain a child, we use the School policy on restraining. Please inform the teacher if a child has been restrained. SENCO will be informed and we will deal with it further.</p> <p>If a child runs away from you when you want to speak to them, don't take it personally. Try to negotiate with them and give them some time to make the right decision. In the rare case of an immediate risk to them or others, get help from nearby/another staff member.</p> |
| <p>Help yourself to play, learn and be safe. Help other people to play, learn and be safe.</p> | <p>Not to run inside. Not to throw hard things. Not to walk away from something they've dropped on the floor. Not to shout inside. Not to talk if it stops another person learning (e.g. carpet time) Not to call out during learning time.</p> | <p>Set a good example (e.g. quiet voice inside) Remind them to: walk quietly in the corridor; if they drop something pick it up so people don't fall over; tidy up at tidy up time so we all have a nice classroom for next time; flush the toilet after you've used it.</p> |
| <p>Play is an important part of the Foundation Stage and sometimes boys in particular act out things they've seen on TV such as Batman, war games, shooting, etc. We don't ban this play, but the same rules apply; you don't hurt anyone, and you don't shoot anyone who isn't in the game. Learning not to hurt each other in this type of play is an important physical skill involving spatial awareness, and they will only get better if they practise!</p> | | |

July 2025, Camilla Steel

Reviewed by: Camilla Steel

Next review due: by September 2026

