Swavesey Primary School



Positive Behaviour Policy

Including:

- Written statement on behaviour principles
- Suspensions and Exclusions
- Search and Confiscation

Date: October 2026

Date for review: October 2028

Source: School (based on Cambs Therapeutic Thinking and DfE guidance)

Written Statement on Behaviour Principles

Rationale

Maintained schools are required to have a written statement of behaviour principles that sits alongside its behaviour policy. Section 88 of the Education and Inspections Act 2006 requires governing bodies of maintained schools to have regard to the statutory guidance from the secretary of state for Education in making and reviewing a written statement of behaviour. The Governing Board has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour in schools' has been used as a reference in producing this Statement of Behaviour Principles.

Principles

1. The right to be and feel safe

All members of the school community have the right to be and feel safe in an environment free from discrimination;

There should be:

- A community atmosphere of welcome and inclusion,
- An understanding that everyone has **the right to work and learn.**;
- Mutual respect between all members of the community
- An atmosphere where discrimination, bullying or harassment is understood, unacceptable and dealt with swiftly.

2. A vision-based approach

Our school vision guides all of our work and decision making.

In line with our vision, there should be:

- A focus on whole child development
- Recognition that behaviour as a form of communication
- An environment based on building positive relationships
- A place where there is equity and each person's uniqueness is celebrated
- Proactive teaching of behaviours in-line with the school vision and British values
- Recognition/reward following valued behaviour
- Educational consequences to teach behaviour and enable progression
- Protective consequences where freedoms need to be limited to manage risk

3. Whole School Rules

Shared whole school rules known by the school's stakeholders

These are:



4. A Home – School Agreement

Shared expectations and a common understanding of the roles played by the child, family and school.

There should be:

- Clear expectations for the pupil; family and school, agreed by these parties;
- A regular review of the home – school agreement to ensure that it is fit for purpose.

5. Specific guidance within the policy

Clear guidance around specific areas.

The behaviour policy should cover details on:

- A framework to support children, families and staff on teaching and promoting positive behaviour
- The positive and negative consequences used
- The use of fixed-term suspension and permanent exclusion
- Restrictive interventions, including the use of reasonable force based on DfE guidance
- Search and confiscation
- Guidance for promoting and supporting behaviour outside of school

Rationale of Positive Behaviour Policy at Swavesey Primary School:

At Swavesey Primary School, we believe that:

Positive experiences ➔ create positive feelings.

Positive feelings ➔ create positive behaviour.

Our aim is not simply to manage children's behaviour through external control, but to support them in developing internal discipline, self-regulation, self-direction and an increasing sense of responsibility for their own actions. This policy is underpinned by the principles of Cambridgeshire Therapeutic Thinking and a trauma-informed understanding of behaviour, recognising that behaviour is a form of communication. We prioritise the prosocial experiences, wellbeing and feelings of everyone within our school community, helping children to develop the skills, understanding and confidence needed to make positive choices and thrive both socially and emotionally.

When we use a therapeutic approach:

- we analyse behaviour rather than moralise about it;
- we look for the root causes of behaviour through feelings and experiences;
- we recognise that behaviour is a form of communication;
- we model therapeutic practices in our relationships with children and adults;
- we use language carefully, with a focus on outcomes and resolution;
- we seek to teach children the skills and strategies they need to manage their behaviour successfully.

Understanding the reasons for behaviour does not mean accepting behaviour which causes harm or persistently disrupts the learning of others. Adults have a responsibility to intervene and protect the rights of all children to feel safe, be respected and learn.

This Therapeutic Thinking Behaviour Policy is the expectation for the majority of children at Swavesey Primary School. Some children may require a specialised plan, which formalises strategies that differentiate from this core policy. Other children may require a more flexible approach at times of anxiety, change or in specific circumstances.

We recognise that consistency does not mean treating every child in exactly the same way. Children have different experiences and needs and some will require reasonable adjustments or additional support in order to be successful.

Consistency means that adults apply the same values, principles and high expectations while making reasonable adjustments according to individual need.

A differentiated response does not mean an absence of boundaries. The behaviour of one child must not take away another child's right to learn, feel safe or be respected.

Aims of Positive Behaviour Policy at Swavesey Primary School:

Our policy aims to:

- Promote the inseparable link between teaching, learning and behaviour.
- Promote respect and value the feelings, opinions, beliefs and differences of others.
- Ensure that all children have the opportunity to feel safe and access their learning.
- Support children to self-regulate their behaviour, express their emotions appropriately and learn from their mistakes.

- Teach children how to behave successfully rather than relying solely upon sanctions when things go wrong.
- Encourage and support children to become responsible, respectful and caring members of their community.
- Support children to grow into independent and resilient learners.
- Develop positive relationships between children and adults.
- Understand and support the inclusion of children with difficult or dangerous behaviours.

The backbone of our approach is our school values, the Swavesey 5Rs.

Swavesey Primary School's 5Rs

Our 5Rs underpin our school rules and provide a simple, consistent and memorable framework for behaviour throughout Swavesey Primary School.

We ask our children to:



Be Respectful

We listen to others, use good manners, speak kindly, value differences, respect other people's space and look after people, property and our school.



Be Responsible

We make safe choices, take responsibility for our actions and learning, look after our environment and recognise how our choices affect other people.



Be Reflective

We think about our learning, behaviour and emotions, listen to feedback, consider the impact of our actions and learn from our mistakes.



Be Resourceful

We use the strategies and resources available to us, ask for help appropriately, solve problems and find positive ways through difficulties.



Be Resilient

We persevere when things are difficult, manage mistakes and setbacks, use strategies to regulate ourselves and try again when things do not go as planned.

The 5Rs are displayed and referred to consistently throughout school. Adults use them when teaching behaviour, recognising valued behaviour and discussing behaviour which does not meet expectations.

The key visual showing the Swavesey 5Rs can be found in Appendix 1.

Types of Behaviour

Valued Behaviour

Valued behaviour is behaviour which is positive, helpful and intended to promote social acceptance and form the basis of our 5R's. It is characterised by concern for the rights, feelings and welfare of other people demonstrated through our school 5Rs.

Unsocial Behaviour

Unsocial behaviour is behaviour which does not seek to associate with others but is not necessarily to the detriment of others.

Examples may include:

- not engaging with an activity;
- refusing to complete work;
- leaving an activity;
- withdrawing from others;
- not responding to an instruction;
- choosing to do something different from the activity being taught.

Adults should be aware that these behaviours may be signs that a child needs help, attention, regulation, an adjustment to their learning or support with an underlying need.

Detrimental Behaviour

Detrimental behaviour is behaviour that:

- causes harm to an individual, group, community or environment;
- is likely to cause injury, harassment, alarm or distress;
- violates the rights of another person;
- significantly affects another person's ability to learn or feel safe.

Some detrimental behaviour may be described as difficult, while behaviour which creates an immediate or foreseeable risk of significant harm may be described as dangerous.

How Do We Teach Behaviour?

At Swavesey Primary School, we recognise that behaviour can be taught.

We teach behaviour through:

- **Relationships** – investing time in positive relationships and knowing our children well.
- **PSHE Curriculum** – understanding how to stay safe and recognising emotions including units on: anti-bullying, RSE, My Emotions, Beginning and Belonging, Diversity and Communities, Rights, Rules and Responsibilities, Digital Lifestyles, Managing Safety and Risk
- **Role modelling** – adults showing children the behaviours and relationships we expect to see.
- **Consistency** – maintaining consistent values and expectations while recognising individual circumstances and needs.

- **Routines** – creating clear, predictable routines while maintaining flexibility where a child's individual needs require it.
- **Prioritising valued behaviour** – noticing, valuing and reinforcing positive behaviour.
- **Planning alternatives to detrimental behaviour** – teaching children what they can do differently rather than simply telling them what not to do.
- **Positive reinforcement** – recognition should be freely and appropriately given rather than used as a bribe.
- **Feedback and recognition** – giving children clear feedback about the behaviour we have noticed.
- **Positive language** – telling children what we would like to see, e.g. *"Please walk"* rather than *"Don't run"*.
- **Restorative practice** – following up behaviour, its impact and consequences at an appropriate time after regulation has taken place.
- **Comfort and forgiveness** – enabling children to understand that mistakes can be repaired and that they have the opportunity to be successful following a difficult incident.

Our Behaviour Curriculum explicitly teaches children what the 5Rs look like in different parts of the school day. This includes classrooms, transitions, corridors, assemblies, playtimes and lunchtimes, as well as how we listen, work together, ask for help, resolve disagreements and manage mistakes or setbacks.

Expected behaviours and routines will be explicitly taught, modelled, practised and revisited. Key expectations will be retaught at the beginning of each academic year, following significant breaks and whenever staff identify that further teaching is required. Children who require additional teaching, visual support, rehearsal or reasonable adjustments will receive these.

Assemblies and wider opportunities throughout the school week provide regular opportunities for children to explore and develop their understanding of the 5Rs. This may include learning about positive role models, significant events and individuals, festivals and beliefs from different faiths and cultures, and stories which explore moral choices and the impact of our actions. These opportunities help children to consider how the 5Rs can be applied in their own lives and support their understanding of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

A summary of the behaviours and routines taught through our Behaviour Curriculum can be found in Appendix 2.

Roles and Responsibilities

Adults encountered by children at school have an important responsibility to model high standards of behaviour in their dealings with children and with each other.

Everyone is responsible for:

- Being a positive role model.
- Understanding and applying the school's therapeutic approach.
- Creating a calm and well-ordered environment for teaching and learning.

- Establishing and maintaining high expectations.
- Recognising and praising valued behaviour.
- Creating an environment in which children and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Developing positive working relationships with all members of the school community.
- Consistently promoting the 5Rs.
- Facilitating learning about relationships and behaviour.
- Adapting therapeutic approaches to meet the needs of individual children.
- Proactively seeking to avoid difficult and dangerous behaviour by anticipating situations and preparing children appropriately.
- Recognising and valuing the individual needs of pupils.
- Ensuring children behave in ways which are safe for themselves and others.
- Enabling pupils to take increasing responsibility for their own learning and conduct.
- Taking appropriate action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring effective supervision.
- Communicating behaviour with relevant colleagues and parents/carers.

The Governing body are responsible for:

- Produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.
- Monitor the effectiveness of the policy.
- Review the policy bi-annually.

The Headteacher and Senior Leadership Team are responsible for:

- Establishing a happy, safe and secure school environment.
- Supporting the consistent implementation of this policy.
- Monitoring behaviour throughout school.
- Supporting staff when behaviour becomes difficult or dangerous.
- Ensuring serious incidents are appropriately recorded and reviewed.
- Supporting individual planning where required.
- Ensuring appropriate staff training.
- Communicating with parents and carers where appropriate.
- Reporting relevant behaviour information to governors.

Parents and carers are responsible for:

- Supporting the school's 5Rs and therapeutic approach.
- Working in partnership with the school.
- Supporting their child to develop positive behaviour.
- Keeping the school informed of circumstances which may affect their child's wellbeing or behaviour.
- Informing school if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Attending meetings and contributing to individual plans where appropriate.

Pupils are responsible, with appropriate support, for:

- Following the 5Rs;

Be **respectful** of other people and property.

Be **responsible** for their own actions and telling an adult if they are worried about something

Be **reflective** about own learning, behaviours and ready to learn from mistakes

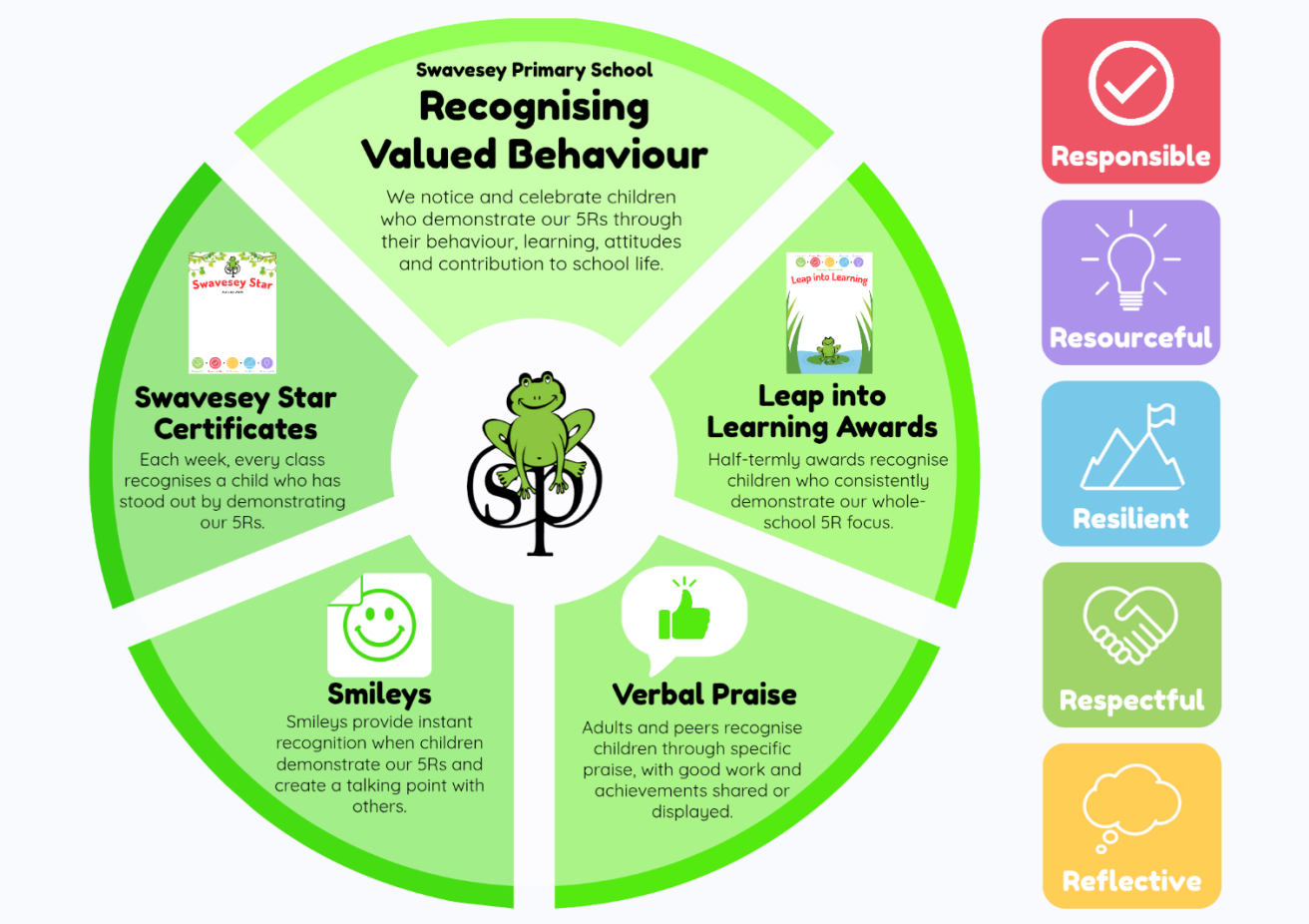
Be **resourceful** and use strategies to help learn and solve problems.

Be **resilient** by keeping going when things are challenging.

Praise, Recognition and Celebration of Valued Behaviours

Children should develop an understanding that positive behaviour can be rewarding in itself and can bring about positive experiences and feelings in others.

When children are engaged, learning and demonstrating our 5Rs, adults should catch children getting it right through specific praise.



Recognition at Swavesey includes:

- Explicit verbal praise from adults and peers;
- Smileys;
- Sharing good work and achievements;
- Swavesey Star Certificates;
- Leap into Learning Awards;
- Displays and celebration assemblies.

Smileys
Children can receive a Smiley from any adult in school when they demonstrate one or more of our 5Rs.

Smileys are given in the moment or as feedback and are always be accompanied by clear, specific praise explaining why the Smiley has been given.

A child may wear their Smiley, place it in their book or take it home that day. It provides a visible reminder of the positive verbal recognition and allows that message to be shared with other adults and families.

Specific verbal praise comes first; the Smiley supports rather than replaces this feedback.

Smileys should not be offered in advance in return for compliance or used transactionally, for example, *"If you do this, you will get a Smiley."*

Swavesey Star Certificates

Swavesey Star Certificates are awarded weekly to recognise positive behaviour, learning, attitude or contribution to school life linked to the 5R's.

Leap into Learning Award

Each half term, one of our 5Rs will be identified as a whole-school focus.

At the final celebration assembly of the half term, one child from each year group per class will receive the Leap into Learning Award for consistently demonstrating the focus value.

Children receiving the award will be celebrated on a central display with their certificate and, where appropriate, a photograph or example of their work. The display will remain for the following half term.

Consequences

At Swavesey Primary School, adults have a responsibility to use consequences which have a clear and obvious link to the behaviour and, as a result, help the child to learn and develop positive strategies.

Consequences should be fair, consistent and relevant to the behaviour shown. They are intended to protect others, repair harm and teach children more successful ways to behave.

Consequences will be applied only to the individual child or children involved in the incident. Whole-class or group consequences will not be used unless all members of the group were involved and share responsibility for the behaviour.

When considering a consequence, adults should ask:

- What is the child learning from this?
- How do we want this child to feel?
- What needs to happen to protect the rights and safety of others?

Consequences may be protective or educational.

Protective Consequences

Protective consequences involve the removal or limitation of a freedom in order to manage harm.

Examples may include:

- increased supervision;
- temporary changes to play arrangements;
- temporary use of an alternative working space;
- restricted access to something which has been used unsafely;
- additional consideration for extra curricular events, where safety is a concern
- suspension or permanent exclusion in serious circumstances.

Protective consequences may be effective in managing immediate risk; however, in order to produce lasting change, educational consequences need to also be implemented.

Educational Consequences

Educational consequences involve learning, rehearsing or teaching expected behaviour.

Examples may include:

- completing interrupted learning;
- rehearsing a routine;
- practising an alternative behaviour;
- assisting appropriately with repairs;
- restorative work;
- targeted teaching;
- social stories;
- reflection with an adult;
- practising regulation strategies.

In order to move behaviour forward, educational consequences should help the child understand and practise what they can do differently in the future.

Behaviour Pyramid - Graduated Response to Unsocial and Detrimental Behaviours

Adults should seek to intervene early using positive therapeutic strategies before behaviour escalates. These may include proximity praise, non-verbal reminders, positive phrasing, a reminder of the relevant 5R, adult proximity, support with learning, limited choices or an opportunity to regulate.

Where these strategies are not sufficient, adults will use the school's Behaviour Pyramid.

The Behaviour Pyramid provides a clear and predictable graduated response, seeking to understand the root cause whilst also giving children opportunities to change their behaviour successfully.



The usual response is:

1 – Reminder
A reminder of which 5R we need to show and what this looks like.

2 – Verbal Warning
A clear prompt about what needs to change and why, the adult will clarify the expectation linked to the 5R.

3 – Move Space
The child moves to a different space to help them get back on track. Reiteration of the 5R that the child needs to show.

4 – Reflect, Repair, Restore
Complete a *Reflect, Repair, Restore* conversation with an adult as soon as possible, when the child is regulated. Timing for this will be flexible based on the individual situation with a maximum duration of 5 minutes. This provides an educational consequence, allowing the child to reflect on their actions, repair any harm caused, and restore relationships. Where appropriate, this may include completing interrupted learning, rehearsing the expected behaviour, or discussing what happened using the Reflect, Repair, Restore framework. (Appendix 5a) or Reflection Booklet (Appendix 5b).

5 – Alternative Space

The child temporarily works in another classroom or agreed space to regulate and continue learning. This protects the learning of others while providing a supportive environment to reset and succeed.

At this stage, consideration should be given to:

- The child's individual needs, including any strategies identified in their One Page Profile.
- Appropriate protective or educational consequences.
- Whether reduced demands, sensory support or additional space are needed to support regulation.

Regulation may be supported through:

- Use a calm, low-arousal approach and minimal language.
- Provide a quiet, low-stimulation environment.
- Give the child time and space to regulate without pressure to talk.
- Offer reassurance and appropriate choices where needed.
- Provide access to agreed sensory or calming resources, where appropriate.

Where appropriate the receiving adult may use this script to aid regulation:

- "Sit here, thank you."
- "You're safe here."
- "When you're ready, we'll talk about which 5R we need to work on."
- "For now, you can continue your work or use the reflection questions."

Returning to learning

- The child should return when they are regulated and ready to engage successfully.
- A Reflect, Repair, Restore conversation should take place with the referring adult at the earliest appropriate opportunity.
- The focus should be on restoring relationships and successful re-engagement in learning.

This protects the learning of others and provides the child with an alternative environment in which to regulate and/or continue learning.

6 – Senior Leader Support
A member of the Senior Leadership Team will support the child to understand what happened and what needs to happen next.

At this stage, consideration will be given to:

- the behaviour and harm caused;
- previous incidents and patterns;
- strategies already used;
- possible underlying needs;
- appropriate protective and educational consequences;
- communication with parents/carers;
- whether additional intervention or individual planning is required.

Fresh Starts

The Behaviour Pyramid is intended to support successful behaviour change rather than allow consequences to accumulate across the school day.

Where a child has successfully re-engaged and demonstrated the expected behaviour, this should be recognised positively.

Children should be provided with a fresh start at an appropriate point rather than automatically remaining at a particular stage for the rest of the day.

Persistent Unsocial Behaviour

Some children will require a more individualised response.

To facilitate lasting change, behaviour needs to be understood rather than simply suppressed.

Where behaviour becomes persistent or concerning, staff should seek to:

Describe the behaviour:

- What is happening?
- When and where it happens?
- What happens before the behaviour?

Consider the function of the behaviour:

- What feelings or experiences may be driving it?
- What the child gains or avoids through the behaviour?

How can we support the child to change their behaviour:

- What helps the child regulate?
- What valued behaviour needs to be taught instead?

Where a child repeatedly reaches the later stages of the graduated response, displays dangerous behaviour, or does not respond successfully to the school's universal approach. The class teacher should discuss the child with the Phase Lead, SENDCO and/or SLT, at this point parents/carers, or external agencies may be involved.

At this point, additional support plans should be considered.

This may include:

- Early Prognosis Tool and the Assess Plan, Do, Review Cycle to include reasonable adjustments
- Risk Calculator and Risk Reduction Plan
- Anxiety Analysis

SEND or additional need does not mean that behaviour which causes harm is ignored. Rather, the school's response considers the child's needs and reasonable adjustments alongside the impact upon others and the teaching, support or protective action required to reduce recurrence.

Individual plans should be communicated to relevant adults and reviewed regularly.

Response to Behaviour

Unsocial Behaviour

Unsocial behaviours will normally be managed through the graduated stages of the Behaviour Pyramid. Staff will use educational consequences to support children to understand expectations, repair relationships and develop more successful behaviours.

Unsocial behaviour would not normally require Senior Leadership Team (SLT) involvement unless it becomes persistent, disruptive or escalates into detrimental behaviour.

Detrimental Behaviour

Detrimental behaviour requires an immediate response.

Staff will:

- implement any necessary protective consequences to ensure safety and wellbeing
- use educational consequences to help the child reflect, repair and restore to learn from their mistakes
- record the incident on Bromcom;
- consider whether additional support or intervention is required.

Detrimental behaviour may result in involvement from a Phase Lead, SENDCo or SLT member, depending on the severity of the behaviour.

De-escalation, Reflect, Repair and Restore

When behaviour is escalating, adults should seek to reduce anxiety and support regulation.

Approaches may include:

- calm body language and tone;
- positive phrasing;
- reduced language;
- limited choices;
- distraction;
- acknowledgement of feelings;
- regulation strategies;
- a change of environment;
- additional processing time;
- support from another adult.

Where appropriate, adults may use the following de-escalation script:

[Child's name]
"I can see something is wrong."
"I'm here to help."
"Talk to me and I will listen."
"Come with me and we can work this out."

Where a child is significantly dysregulated, adults should avoid lengthy discussion or attempts to reason with them until they are calm enough to engage.

Following difficult or dangerous behaviour, adults should support children to **Reflect, Repair and Restore** once regulation has taken place.

This may include considering:

What happened?
What were you thinking or feeling?
Who has been affected?
How have they been affected?
What needs to be put right?
What could you do differently next time?
What might help you next time?

Children should not be forced to make an immediate apology.

Repair should be meaningful and may include a restorative conversation, putting something right, repairing damage, checking another person is okay or practising a more appropriate response.

The purpose is to restore relationships and teach the child how to respond more successfully in the future.

The Reflect, Repair and Restore framework can be found in Appendix 5.

Serious, Dangerous or Discriminatory Behaviour

While most incidents can be managed through the graduated behaviour response outlined in this policy, some behaviours are of such significance that they require an immediate and higher-level response to ensure the safety, dignity and wellbeing of all members of the school community.

Serious, dangerous or discriminatory behaviours may include, but are not limited to:

- Physical aggression causing or intending to cause injury
- Persistent or targeted bullying
- Child-on-child abuse
- Racist, sexist, homophobic, biphobic, transphobic or disability-related incidents
- Deliberate damage to property
- Theft
- Serious verbal abuse, intimidation or threatening behaviour
- Behaviour that places the child or others at significant risk of harm
- Refusal to follow safety instructions that could result in injury
- Possession of prohibited or dangerous items see Appendix 6

Such incidents will be referred immediately to a member of the Senior Leadership Team. The school will take a proportionate response based on the nature, severity and context of the incident, considering the child's age, developmental stage, individual needs and any relevant vulnerabilities.

Responses may include:

- Immediate protective consequences actions to secure safety and minimise risk
- Investigation and fact-finding
- Restorative conversations where appropriate

- Structured reflection and repair activities
- Educational consequences
- Risk Calculator and Risk Reduction Plan
- Anxiety Analysis
- Predict, Prevent and Progress Plan
- Therapeutic Tree and Therapeutic Plan
- Communication with parents/carers
- Physical intervention where reasonable, necessary and proportionate
- Search and confiscation
- Suspension in line with statutory guidance
- Permanent exclusion in exceptional circumstances and in line with statutory guidance

All discriminatory incidents will be recorded, monitored and addressed in accordance with the school's equality duties and safeguarding procedures.

Following any serious incident, staff will seek to understand the function of the behaviour and identify any underlying unmet needs. The school will work collaboratively with pupils, parents/carers and, where appropriate, external agencies to reduce the likelihood of recurrence and support positive long-term outcomes.

Where appropriate, a restorative approach will be used to help repair relationships, rebuild trust and support all parties to move forward successfully. However, restorative approaches will not replace necessary sanctions or safeguarding actions where these are required.

Recording Incidents

To support effective safeguarding, monitoring and early intervention:

- Incidents resulting in Stage 4 or above of the Behaviour Pyramid will be recorded on Bromcom.
- Repeated lower-level incidents may also be recorded where patterns are emerging.
- Serious, dangerous or discriminatory incidents will always be recorded.
- Records will be used to identify emerging needs, patterns, triggers and appropriate support strategies.

Records should be factual and objective, outlining the incident, actions taken and any follow-up required. Relevant information should be shared with the child's class teacher and, where appropriate, the Phase Lead, SENDCo, Headteacher or other staff involved in supporting the child.

Communication and Partnership with Parents and Carers

Positive relationships between school and home are central to our therapeutic approach. We recognise that children are most successful when parents/carers and school work together in partnership to support positive behaviour, wellbeing and learning.

Swavesey Primary School values strong partnerships with parents and carers and recognises the importance of timely communication when concerns arise. Parents/carers will normally be informed when:

- a child reaches Stage 4 or above of the Behaviour Pyramid;
- a pattern of unsocial behaviour is emerging;
- behaviour is detrimental, dangerous or discriminatory;
- additional support, intervention or individual planning is being considered;
- a protective consequence significantly impacts a child's school experience.

Communication may be made by:

- the Class Teacher;
- the Phase Lead;
- the SENDCo;
- a member of the Senior Leadership Team.

The most appropriate member of staff will be determined by the nature and severity of the incident.

Communication with parents/carers aims to:

- share an accurate account of what has happened;
- explain any protective or educational consequences that have been used;
- discuss strategies to support behaviour improvement;
- gather parental views and relevant contextual information;
- ensure a collaborative approach between home and school.

Communication regarding behavioural concerns will be undertaken in line with the procedures outlined in this policy. Staff will always respect the confidentiality of other children when discussing incidents. All communication with parents/carers regarding behavioural concerns will be recorded on Bromcom.

We are equally committed to sharing positive news with families. Certificates, conversations, celebration events and other forms of recognition provide opportunities to celebrate children's positive behaviour, effort and achievement, strengthen the partnership between home and school, and promote a shared culture of success and belonging.

Physical Intervention

Where physical intervention is required, staff will follow the schools Physical Intervention Policy which is based on the DfE guidance Restrictive interventions including use of reasonable force in schools.

All members of school staff have a legal 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

Search and Confiscation

The headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (see Appendix 6).

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

All searches will be carried out in accordance with the DfE guidance – Searching, Screening and Confiscation

Suspension or Permanent Exclusion

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies outlined in this policy can manage their behaviour. Where approaches to behaviour management have been exhausted, then suspension may sometimes be necessary. Permanent exclusion will only be used as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently excluded.

School will follow the DfE guidance when considering and issuing a suspension or exclusion.

Bullying

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Bullying Definition - Persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Please refer to the schools Anti-Bullying Policy for further details.

Safeguarding

Where behaviour may constitute or indicate a safeguarding concern, staff must follow the school's Safeguarding and Child Protection Policy and report the concern to the Designated Safeguarding Lead or Deputy DSL.

This includes concerns relating to child-on-child abuse, sexual harassment, harmful sexual behaviour, significant violence or threats, or where behaviour raises concerns about the safety or welfare of a child.

A therapeutic response to behaviour does not replace safeguarding procedures.

Guidance for promoting and supporting behaviour outside of school.

School has the right to follow the behaviour policy for conduct outside the school day/premises including online conduct,

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

A pupil's behaviour outside school can also be considered grounds for a suspension or permanent exclusion.

Please read in conjunction with the following school policies and see links to Statutory Guidance:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Health and Safety Policy
- SEND Policy and Information Report
- Equality, Equity and Diversity Policy
- Anti-Bullying Policy
- Physical Intervention Policy
- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- Searching, Screening and Confiscation
- Use of reasonable force and other restrictive interventions guidance
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Preventing and tackling bullying

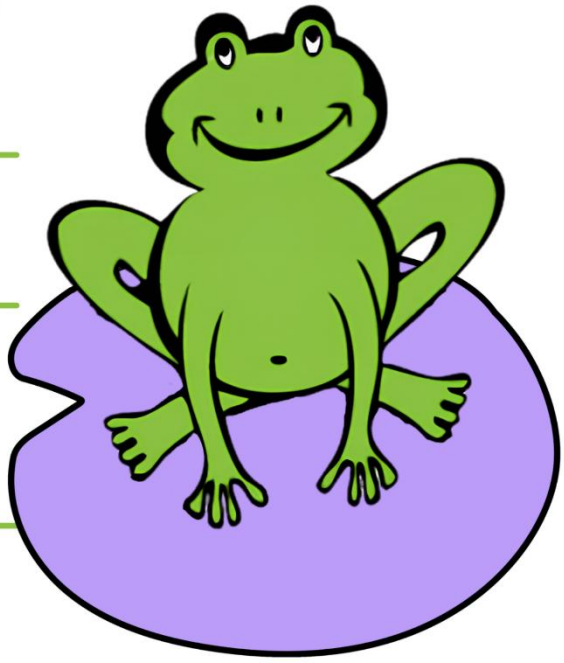
Appendix 1 – Our Swavesey 5Rs



Resourceful

We use what we have to help us learn and solve problems

- I am ready to use the tools and people around me to help.
- I try different ideas when I get stuck.
- I think carefully and solve problems independently.
- I take an active role in my learning.



Swavesey Primary's 5Rs

Reflective

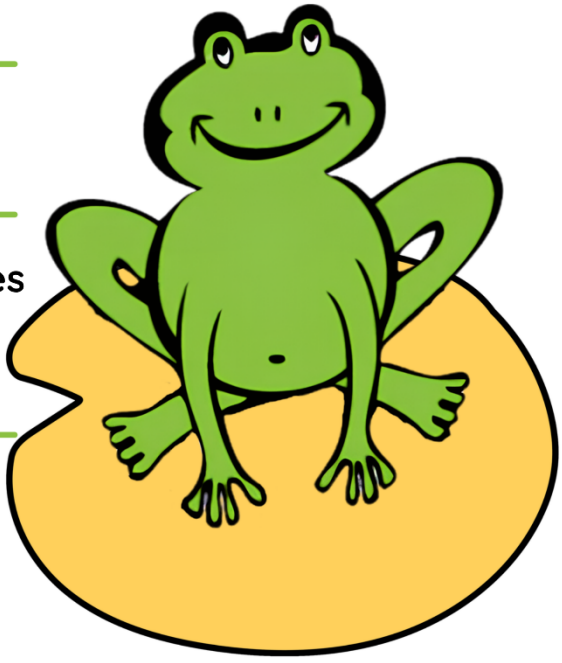
We think about our learning and how to improve

I listen to feedback and use it to improve.

I set goals and work towards them.

I know that my choices affect my behaviour and learning

I am ready to think about what went well and what I can do better.



Swavesey Primary's 5Rs

Respectful

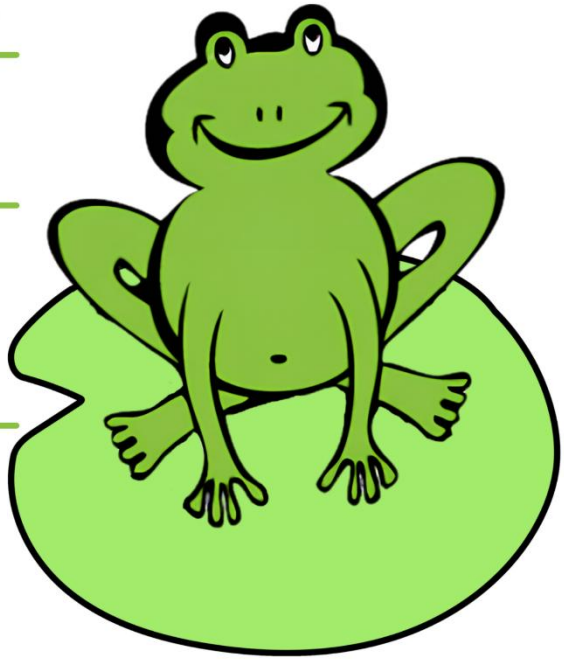
We treat others with kindness and care

I am ready to listen and take turns fairly.

I use kind words and show good manners.

I include others and respect everyone's differences.

I look after people and care for our environment.



Swavesey Primary's 5Rs

Resilient

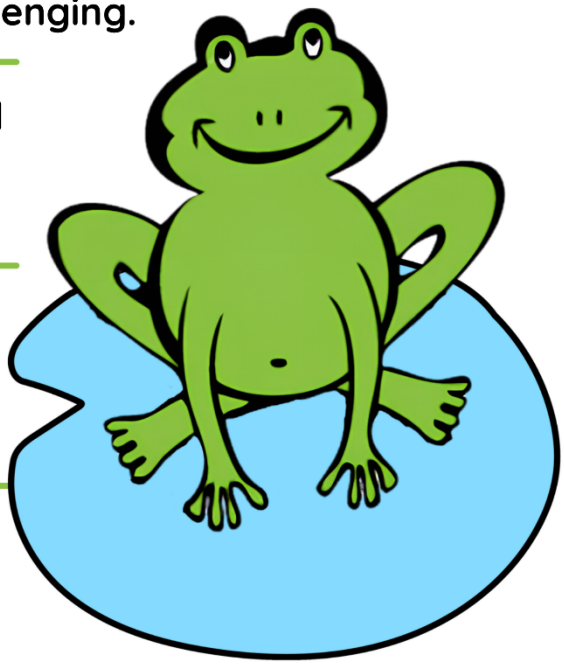
We keep going even when things are difficult

I am ready to keep trying when learning is challenging.

I try to stay calm and positive when things go wrong.

I know that my mistakes help me learn and improve.

I ask for help and encourage others to keep going.



Swavesey Primary's 5Rs

Responsible

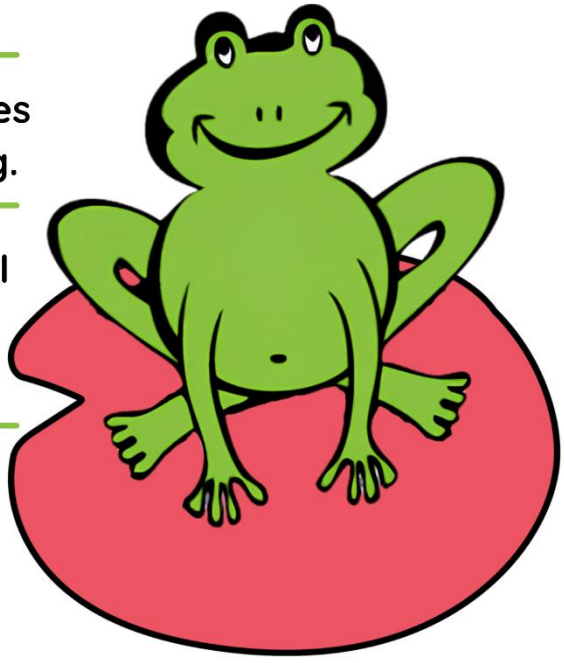
We take ownership of our actions

I am organised and ready to learn.

I make positive choices and do the right thing.

I look after my school equipment and environment.

I help others and contribute positively to our school.



Swavesey Primary's 5Rs

Swavesey Primary School

Our School Rules



Be Responsible



Be Resourceful



Be Resilient



Be Respectful



Be Reflective

Appendix 2 – Swavesey Behaviour Curriculum

The Behaviour Curriculum makes explicit the behaviours and routines we expect children to learn.

It is taught, modelled, practised and revisited throughout the year.

Area	What we teach	5Rs particularly developed
Listening	Face and attend to the speaker where appropriate; allow others to speak; respond appropriately.	Respectful, Responsible
Classroom learning	Begin learning promptly; follow instructions; use resources appropriately; seek help appropriately; allow others to learn.	Responsible, Resourceful, Resilient
Partner/group work	Take turns; listen; contribute; disagree respectfully; include others.	Respectful, Responsible
Transitions	Respond to adult direction; move calmly and safely; be aware of others.	Respectful, Responsible
Moving around school	Walk calmly; use an appropriate voice; respect other classes and learning.	Respectful, Responsible
Assemblies	Enter and leave appropriately; listen and participate; respect moments of celebration, reflection and different beliefs.	Respectful, Reflective
Playtimes and lunchtimes	Play safely; include others; respect boundaries; use appropriate strategies to resolve disagreements; seek adult help when required.	Respectful, Responsible, Resourceful
Managing challenge	Keep trying; use available resources; ask for help; recognise when regulation is needed.	Resilient, Resourceful
Managing emotions	Recognise feelings; use taught regulation strategies; communicate needs appropriately; seek help.	Reflective, Resourceful
Mistakes and conflict	Reflect on what happened; listen to others; take responsibility where appropriate; repair harm and consider what to do differently.	Reflective, Responsible, Respectful
School environment	Look after equipment and property; leave spaces appropriately; take pride in our school.	Responsible, Respectful
Representing Swavesey	Demonstrate the 5Rs on visits, at events and within the wider community.	All 5Rs

The precise routines appropriate to different phases may vary according to children's age and developmental needs.

Appendix 3 – Praise, Recognition and Celebration

Everyday Recognition

Specific verbal praise

Adults identify what the child has done and, where appropriate, explicitly link this to a 5R.

Smileys

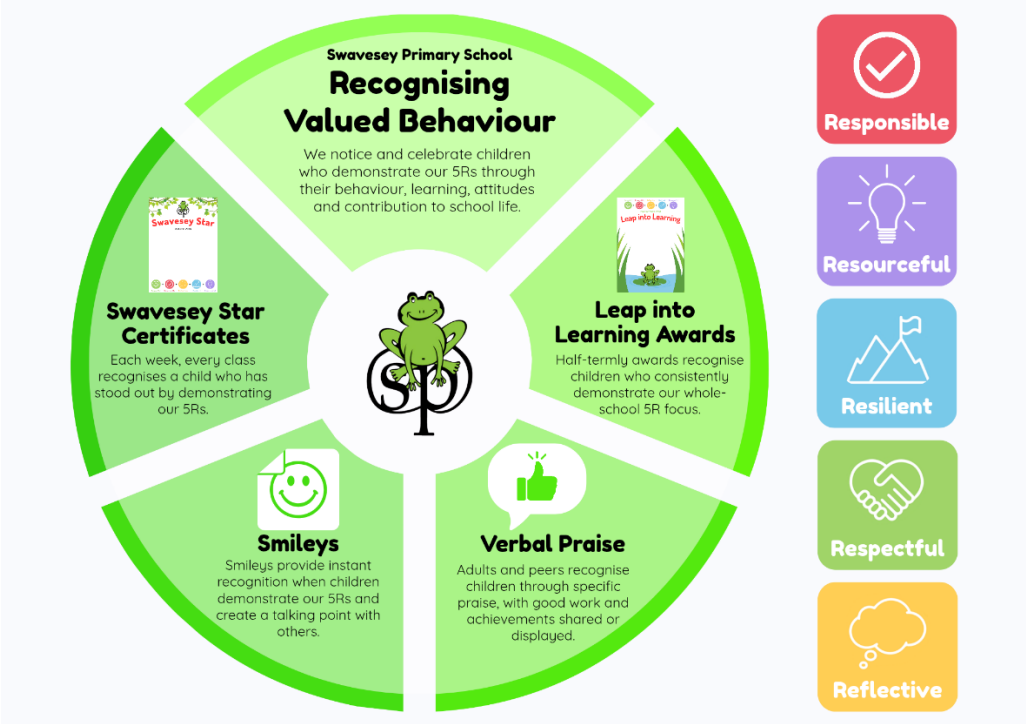
- Given in the moment.
- Accompanied by specific verbal praise.
- Linked to the behaviour/value demonstrated.
- Worn, placed in a book or taken home that day.
- A visual reminder of recognition – **not a reward or bribe**.

Weekly – Swavesey Star Certificate

Recognition of positive behaviour, learning, attitude or contribution.

Half-Termly – Leap into Learning Award

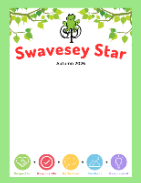
- One whole-school 5R focus each half term.
- One child per class recognised for consistently demonstrating the value.
- Presented during the final celebration assembly of the half term.
- Certificate plus photograph/work displayed centrally.
- Display remains for the following half term.



Swavesey Primary School

Recognising Valued Behaviour

We notice and celebrate children who demonstrate our 5Rs through their behaviour, learning, attitudes and contribution to school life.



Swavesey Star Certificates

Each week, every class recognises a child who has stood out by demonstrating our 5Rs.



Leap into Learning Awards

Half-termly awards recognise children who consistently demonstrate our whole-school 5R focus.

Smileys

Smileys provide instant recognition when children demonstrate our 5Rs and create a talking point with others.

Verbal Praise

Adults and peers recognise children through specific praise, with good work and achievements shared or displayed.

Responsible

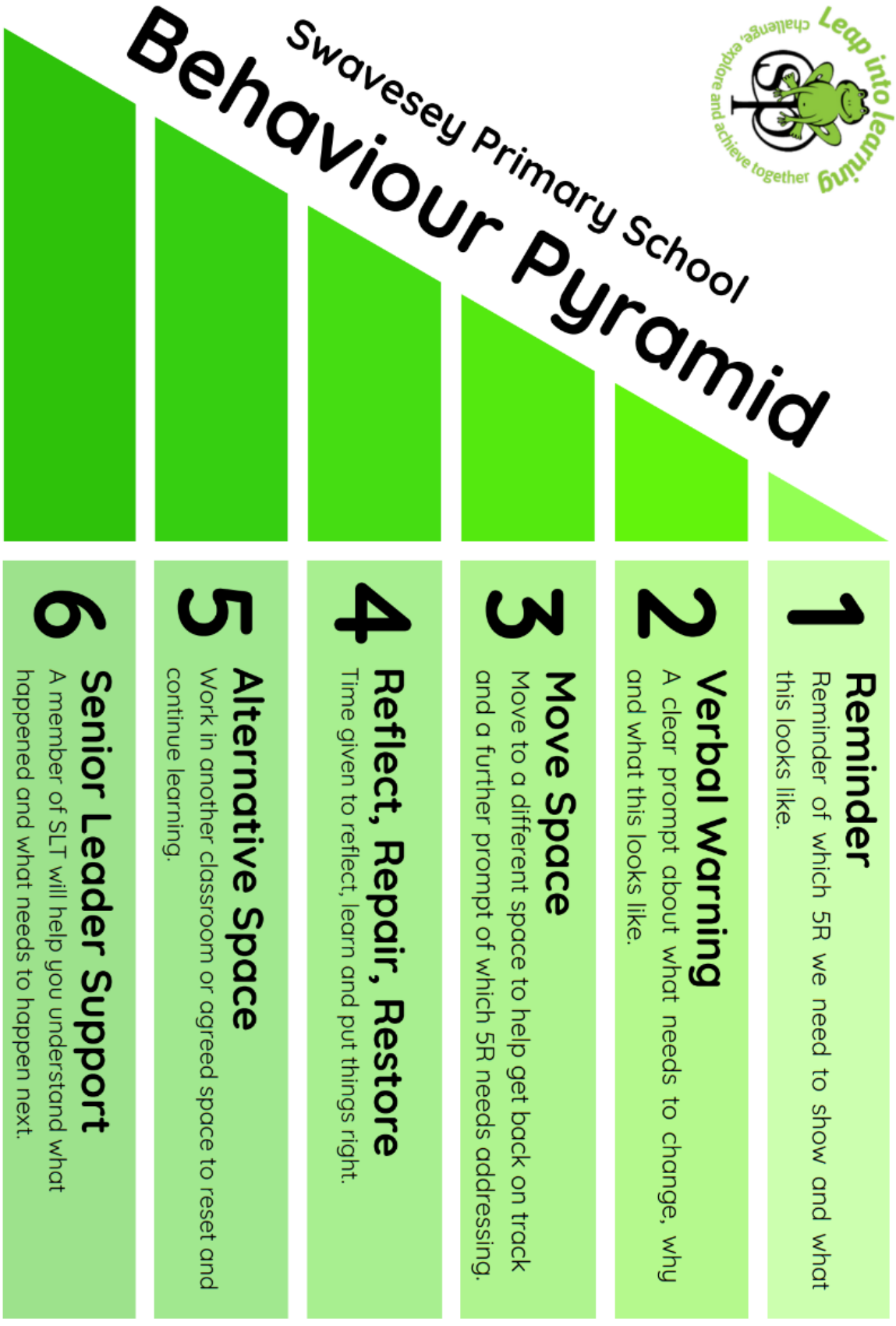
Resourceful

Resilient

Respectful

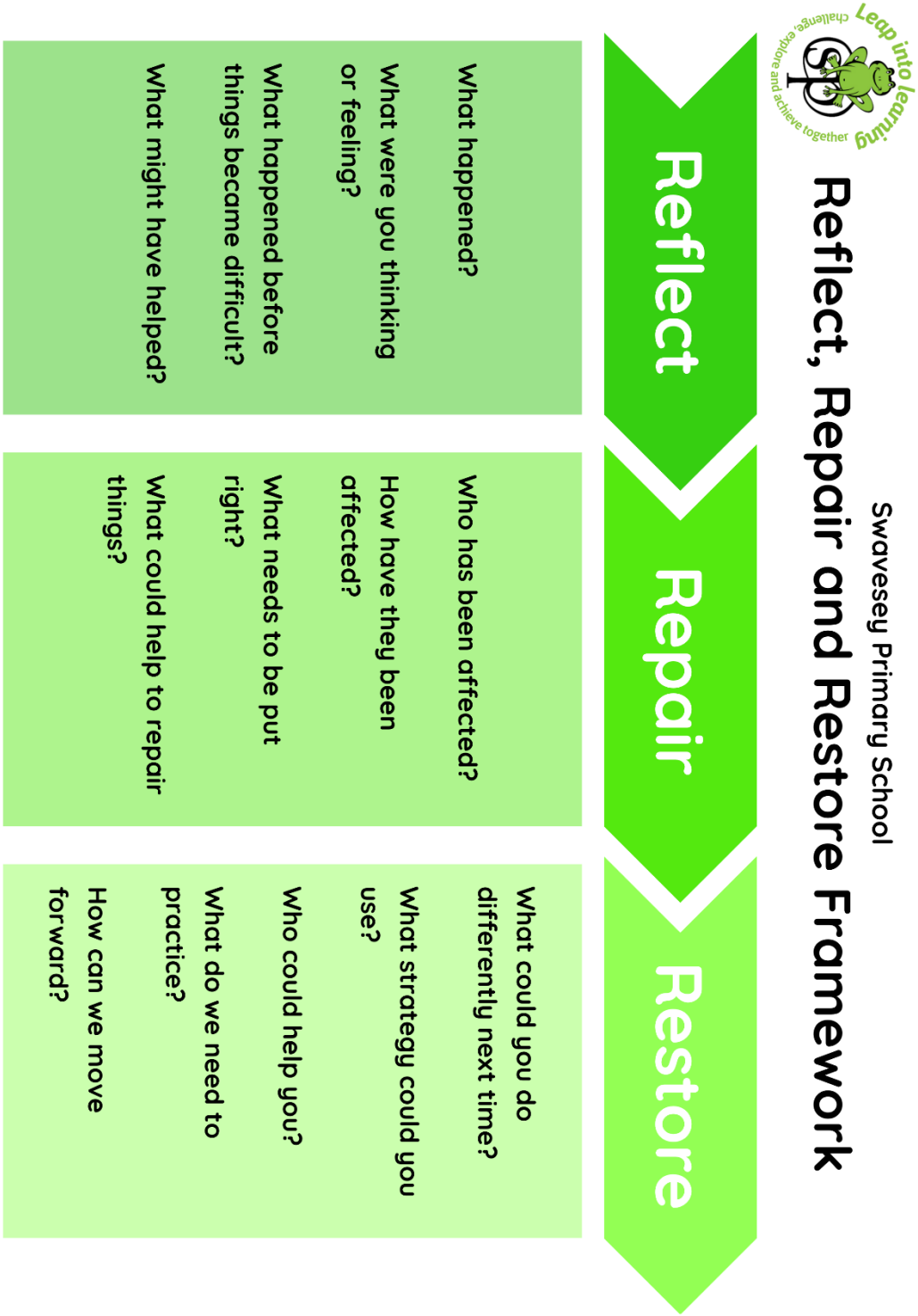
Reflective

Appendix 4 – Graduated Response to Behaviour

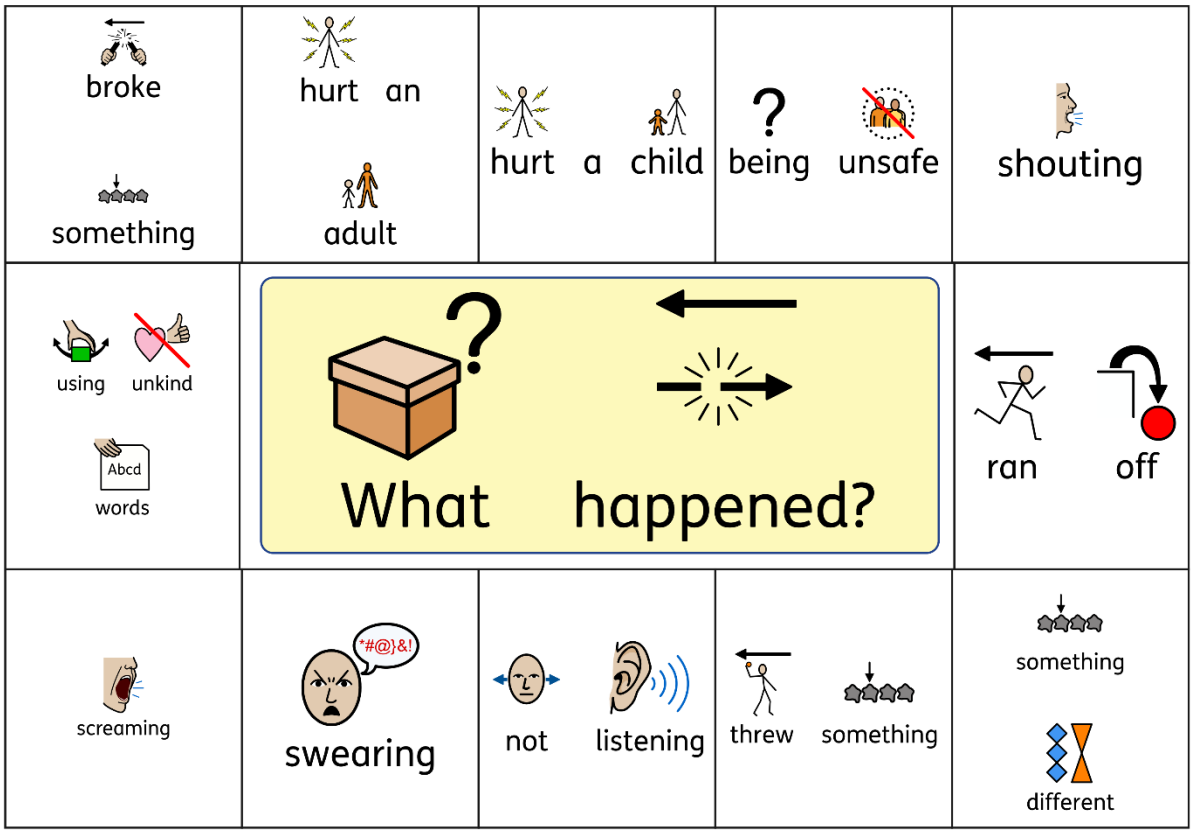


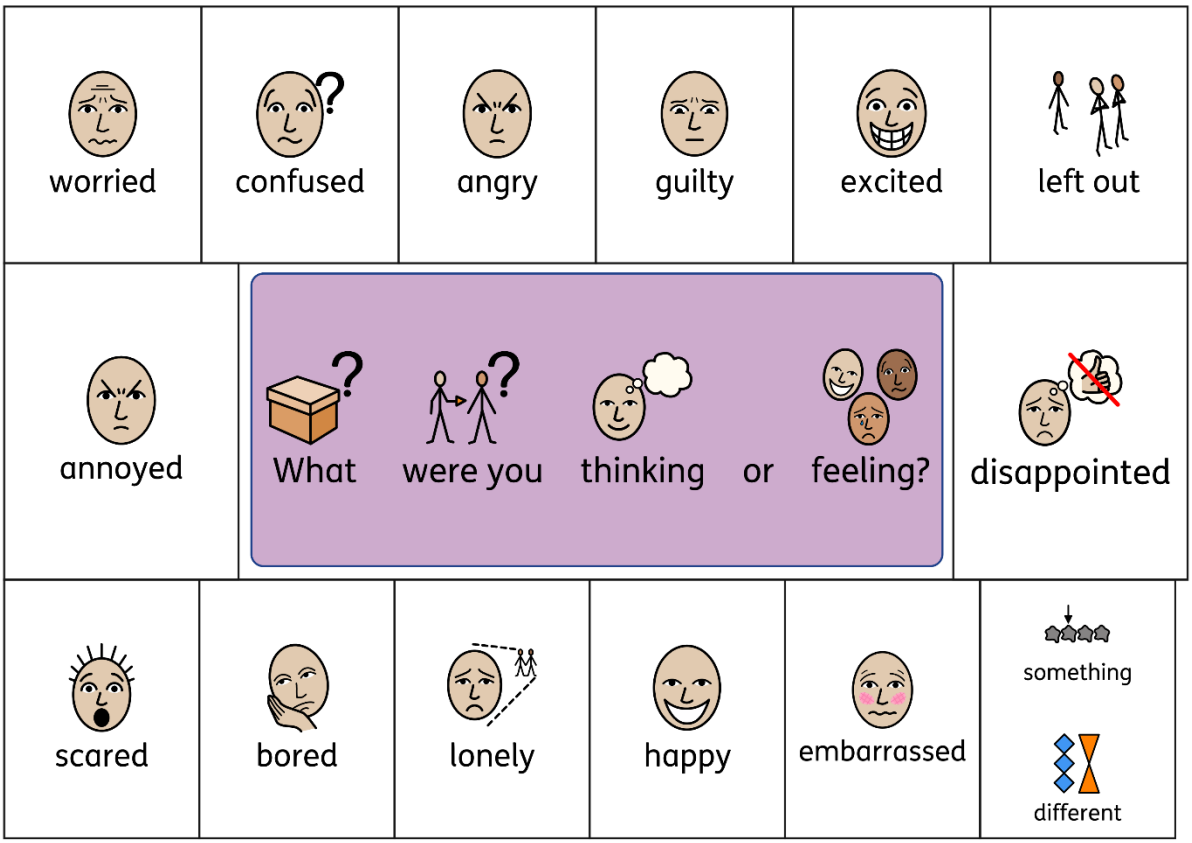
Appendix 5a – Reflect, Repair and Restore

Reflection takes place **after regulation**, when the child is able to engage - The purpose is **learning and restoration, not additional punishment**.

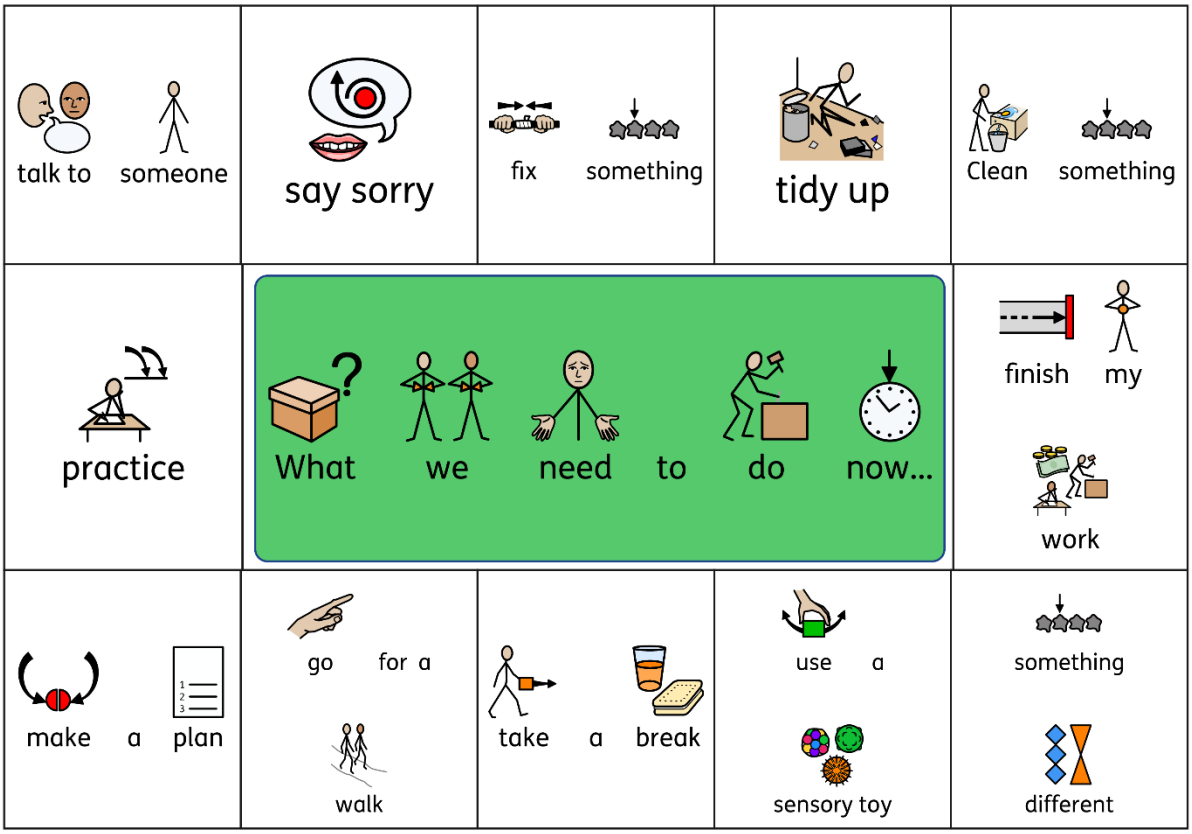


Appendix 5b – Reflection Booklet






Who has been affected?


talk to someone
say sorry
fix something
tidy up
Clean something
practice
What we need to do now...
finish my
work
make a plan
go for a walk
take a break
use a sensory toy
something different

ready to learn	guilty	settled	embarrassed	nervous
happy	How do you feel now?			tired
worried	hungry	unsure	calm	something different

go to the calm area	take a break	move away	find an adult	play with someone else
use ear defenders	Next time I will ...			listen carefully
go to the softplay room	tell someone how I feel	take deep breaths	go outside	something different

Appendix 6 - Prohibited items which may be searched for and confiscated:

- mobile phones
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence,
- or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco, cigarette papers, vapes
- fireworks
- pornographic images

Appendix 7 - Individual Behaviour Support Tools

- **Risk Reduction Plan** – A risk assessment and plan to reduce risk.
- **Anxiety Analysis** - To formalise through observation the variables the child cannot cope with, or the variables the child cannot cope without.
- **Predict Prevent Progress Plan** - To formalise differentiation to protect the child from what they can't cope with or what they can't cope without.
- **Therapeutic Plan** - To formalise all elements of differentiated experience to establish consistent practice.
- **Therapeutic Tree** - To analyse the experience and feelings responsible for behaviour.
- **Early Prognosis Tool** - Formalising available information relevant to the behaviour.

Appendix 8 – A Quick Guide to the Positive Behaviour Policy

Swavesey Primary School

Positive Behaviour Policy

A Quick Guide

Responsible | Resourceful | Resilient | Respectful | Reflective

Our Approach

At Swavesey Primary School, we believe that **positive experiences create positive feelings, and positive feelings create positive behaviour.**

We use a therapeutic, relationship-based approach to support children in developing self-regulation, independence, responsibility, positive relationships, and effective strategies for managing emotions and challenges. We recognise that all behaviour is a form of communication, and our team works to understand the underlying needs and causes behind it.

Every child has the right to feel safe, be respected, and learn in a positive environment. When behaviour causes harm to others or significantly disrupts learning, it is important that it is addressed in a supportive, fair, and restorative way.

Our 5Rs

Our 5Rs are at the heart of everything we do. They help us all to be the best we can be and offer the framework of our behaviour curriculum.

Responsible
We take ownership of our actions.

Resourceful
We use the tools around us to help and solve problems.

Resilient
We keep going even when things are difficult

Respectful
We treat others with kindness and care.

Reflective
We think about our learning, behaviour and choices.

How we recognise positive behaviours

We want children to understand that **positive behaviour is valuable** and will be **recognised** and **celebrated**. Adults regularly notice and praise children who demonstrate our 5Rs through in-the-moment verbal praise, **smiley stickers**, and by displaying and sharing learning. Children are also recognised through our weekly whole-school celebration assemblies, where **Swavesey Star Certificates** are awarded, and through our half-termly **Leap into Learning awards**, which are linked to a specific 5R focus. Praise is always specific, helping children understand exactly what they have done well and **why** it is valued.



Find out more

This quick guide is a summary of our full behaviour policy and does not replace the school's full positive beahviour policy. For more detail, please refer to the full policy and related policies of our school website.

When behaviour doesn't meet expectations

We use consequences that are fair, relevant and connected to the behaviour. The purpose is to help children learn **what they can do** differently, whilst keeping everyone safe.

Educational Consequences

Help children learn and practice a different response for example:

- Completing learning that was interupted
- Practicing a routine or expected behaviour
- Reflecting with an adult
- Practicing regulation strategies
- Repairing something appropriately

Protective Consequences

Used when necessary to manage harm or risk for example:

- Increased supervision
- a temporary change to play arrangements
- Working in an alternative space
- Restricting access to something used unsafely

The purpose is learning and restoration, not additional punishment.

Our graduated Behaviour Pyramid

For behaviour that impacts learning or the rights of others, staff will use our graduated response. This is not a series of escalating consequences; once a child re-engages and demonstrates the expected behaviour, they are given a fresh start.

1. **Reminder**
   Reminder of which 5R we need to show and what this looks like.
2. **Verbal Warning**
   A clear prompt about what needs to change, why and what this looks like.
3. **Move Space**
   Move to a different space to help get back on track and a further prompt of which 5R needs addressing.
4. **Reflect, Repair, Restore**
   Time given to reflect, learn and put things right.
5. **Alternative Space**
   Work in another classroom or agreed space to reset and continue learning.
6. **Senior Leader Support**
   A member of SLT will help you understand what happened and what needs to happen next.

When behaviour is more difficult or persisitent

If a child is experiencing repeated difficulties, we seek to understand what is happening rather than simply focusing on behaviour. This may include looking at:

- What happens before the behaviour
- Feelings or expeiences that may be contributing
- When and where difficulties occur
- What helps the child regulate
- What the child needs to learn instead.

Additional support may include reasonable adjustments, targeted teaching, individual palns or involvement from SENDCO and/or external professionals where needed.

Reflect, Repair and Restore

After a difficult incident, children are supported to reflect once they are regulated and able to engage. They may consider:

Reflect - What happened? What were you thinking or feeling?

Repair - Who was affected? What needs to be put right?

Restore - What could you do differently next time? What might help?

How parents and carers can help

We value a positive partnership between school and home. You can support our approach by:

- Talking positively about the 5Rs
- Reinforcing respectful and responsible behaviour
- Helping your child reflect on difficulties and learn from mistakes
- Sharing information that may affect your child's wellbeing or behaviour.
- Working with school when additional support is needed.