



Swainswick Behaviour Policy

Related Policies	<ul style="list-style-type: none">• Physical Intervention policy• SEND policy,• Health & Safety policy,• Child Protection policy
Reporting Requirements	Any stage 5 incident reported to the Governing Body Standing item on Head's Report to FGB
Author	Jay Hall
Committee Responsible for Ratification:	
	FGB
	Resources Cttee
	Standards Cttee X
Date of Ratification	Autumn 2024
Signature Chair of Governing Body	P. Malone
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Next Review Date	Autumn 2026

Our Values:

- Being the best that you can be
 - Having a fun and exciting place in which to learn
- Being part of a safe and caring community based on our Christian values
 - Learning to meet the challenges of education, work and life
- Showing respect for each other and every person and the world we live in

Rationale:

All children have talents and dreams. It is our duty to make sure that our school is a place where everyone is treated equally, encouraged and respected. We believe that having high expectations leads to all children being able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. At Swainswick we believe in ensuring children have as many opportunities as possible to help them achieve outstanding achievements.

Underpinning this policy are three key principles:

1. How we behave comes from our sense of belonging to our community which is guided by our Christian Values.
2. Every person is an individual. Understanding them and establishing a positive relationship is the first step to enabling them to be the best they can be.
3. Behaviour is a communicator of emotion and we must always fully consider and address the underlying feelings that are preventing someone from behaving positively. In times of heightened anxiety, children's behaviour may be affected.

With these in mind, the guidelines for supporting positive behaviour outlined in this policy are intended to be used with sensitivity towards the individual and with awareness that for children with specific social, emotional or behavioural needs, it might be appropriate to adopt strategies not specified within this policy. This will be reflected in a formal plan written in conjunction with parents and the Inclusion Leader.

General Aims

This policy sets out to define a code of appropriate behaviour for Swainswick Primary School. The policy is based on the school's Christian values. We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

We encourage children to be polite, well mannered, and helpful to each other and to become good citizens. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending Swainswick Primary and to feel that it is a place where they are safe to learn without disruption.

It is important that we all understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated.

The general standard of behaviour is the collective responsibility of the whole staff. These aims are best achieved in a hard working, pleasant atmosphere in which pupils are able to give their best, both in and out of the classroom. This demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. Praise and encouragement should be used as much as possible so discipline can take the form of reward, not always punishing.

We encourage all members of staff to praise in a number of ways:

- A quiet word of encouragement
- A positive written comment on a piece of work
- Stickers to be awarded
- A visit to another member of staff, or the Headteacher for recognition.
- Praise in front of the group, class or whole school
- Acknowledgment by presentation of House points and Celebration certificates
- Giving a special privilege
- Display of work
- A phone call or note home or a conversation to a parent to share good news

The Headteacher visits classrooms regularly to check on behaviour and to check that all children feel safe and happy.

As part of our behaviour policy we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern or a behaviour pattern is developing their parents or carers will be contacted and the matter discussed. In the majority of circumstances, parents or carers will have first behaviour related communication.

Our school is a community and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole community. We use an assertive discipline policy that is based on respect for all members of the school community.

Swainswick Primary School staff support the following:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- Good order has to be worked for, it does not simply happen
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and work.
- Everyone is here for a purpose and must be treated as an individual
- Relationships are vital between everyone at every level
- We all make the wrong choice sometimes and are willing to admit if we are wrong
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour

All staff will always:

- Keep calm
- Listen
- Be positive
- Build relationships
- Be consistent
- Follow up problems to their conclusion
- Apply school rules
- Not devolve responsibility

Humiliation, shouting and overreacting have no place in our school and staff will not resort to them.

Our School Rules

We are friendly, kind and helpful.
We try our best and work hard.
We respect property.
We listen to people.
We are polite and have good manners.
We are honest.
We wear our uniform with pride.
We keep ourselves safe.

Positive Behaviour Strategy

Rewarding appropriate behaviour is our central strategy. **It is an expectation that all staff use non-verbal rewards such as smiles and thumbs up FREQUENTLY.**

Our behaviour strategy is base and underpinned by our Christian school values of:



We reward the children regularly using a House point system. Rewarding children with a house point for demonstrating school values.

Collecting house points will earn the children rewards and recognition as both individuals and through whole class rewards.

Zones of Regulation Approach

1. Purpose

Our school is committed to creating a supportive and structured environment where students can learn and thrive. The Zones of Regulation framework is integrated into our behaviour policy to help students develop emotional awareness, self-regulation, and responsible decision-making.

2. Overview of the Zones of Regulation

The Zones of Regulation is a tool used to help students recognize and regulate their emotions, which in turn supports positive behaviour. There are four zones:

- **Blue Zone:** This is when a student may feel sad, tired, sick, or bored. Their energy and engagement are low.
- **Green Zone:** This is the optimal zone for learning. Students in the Green Zone feel calm, happy, focused, and ready to learn.
- **Yellow Zone:** In this zone, students may feel heightened emotions such as excitement, frustration, anxiety, or silliness. While still in control, students need strategies to return to the Green Zone.
- **Red Zone:** This zone represents extreme emotions like anger, rage, or overwhelming anxiety. In the Red Zone, students may lose control of their behaviour and need immediate support to de-escalate.

3. Expected Behaviour

Students are expected to strive for the Green Zone as this is the state most conducive to learning and positive social interaction. Teachers and staff will guide students to recognize when they are in other zones and help them implement strategies to return to the Green Zone.

4. Zones of Regulation in Action

- **Classroom Practices:** Teachers will use Zones of Regulation language in the classroom to help students identify how they are feeling and offer strategies for self-regulation. This includes visual tools like Zones posters, emotion check-ins, and personalized regulation strategies (e.g., deep breathing, quiet space).
- **Calming Corners:** Each classroom will have a calming corner where students can go to self-regulate if they find themselves in the Yellow or Red Zones. These spaces will have tools such as stress balls, fidget toys, or colouring sheets to help students regain control.
- **Behaviour Support:** If a student is repeatedly in the Red or Yellow Zones, staff will support the student by working through emotional triggers and identifying self-regulation techniques. In some cases, an individual plan may be developed with input from parents, teachers, and counsellors.

5. Responding to Unexpected Behaviour

When a student exhibits unexpected behaviour (such as aggression, outbursts, or disruptions), staff will follow these steps:

- **Step 1:** Identify the Zone – Staff will calmly ask the student to identify which Zone they are in. This helps the student recognize their emotional state and begin self-regulating.
- **Step 2:** Support Self-Regulation – Staff will guide the student in choosing a strategy to move back into the Green Zone. This could involve taking a break, using sensory tools, or participating in calming exercises.
- **Step 3:** Reflection – Once the student is calm, they will reflect on the incident. They will discuss what triggered the behaviour and what strategies can be used next time to remain in the Green Zone or transition back more effectively.

6. Positive Reinforcement

Students who demonstrate effective self-regulation by moving from the Yellow or Red Zones to the Green Zone, or who maintain Green Zone behaviours, will be recognized and rewarded through:

- Verbal praise.
- Zone-specific awards or certificates.
- Opportunities for leadership or extra responsibilities in the classroom.

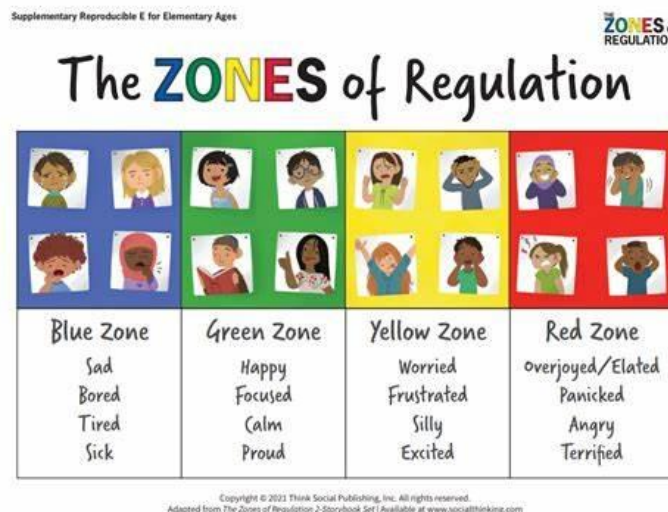
7. Staff Training

All staff will receive training in the Zones of Regulation framework. They will be able to:

- Model appropriate use of the Zones language.
- Implement Zones strategies in the classroom.
- Support students in self-regulation and managing behaviour.

8. Parental Involvement

We encourage parents to become familiar with the Zones of Regulation framework and use it at home. Parents will be provided with resources to help their children manage their emotions and behaviours outside of school.



Lunchtimes

Lunchbreak supervisors are encouraged to award House points.

Inappropriate behaviour at lunchtime will result in a cooling off time by the wall/ fence or on a bench. If a lunchbreak supervisor thinks the behaviour is persistent or serious enough the child needs to be sent to the head teacher.

The SMSA will follow the same warning and consequence system as exists in class.

Persistent inappropriate behaviour may result in exclusion from lunchtimes.

Inappropriate behaviour will be reported via the Lunchbreak Supervisor/s to the class teacher or a senior member of staff. The Lunchbreak Supervisor/s will meet with the Headteacher once a month to discuss lunchtime issues including the management of behaviour.

Disciplinary Measures

Teachers and paid school staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction. There are a wide range of sanctions available to them but the school has identified the following as being the most appropriate for the school.

In any given situation adults will try to discover the facts and who is involved. They will then decide the appropriate action or strategy to be employed.

Behaviour Code Levels of Inappropriate Behaviour and Related Consequence

Behaviours include:

- Repeated racism or prejudice
- Aggressive, violent or reckless behaviour which puts others or yourself at risk
- Failure to respond to or comply with adults after initial incident

CONSEQUENCE:

External exclusion (see External Exclusions Policy)

Letter to parents Reported to governors

STAGE

5

Behaviours include:

- Threatening or intimidating others, e.g. swearing
- Stealing or deliberately damaging school's or others' property
- Racism or prejudice

CONSEQUENCE:

Internal exclusion
Letter to parents
Play or lunchtime missed
Child completes reflection form
Teacher completes behaviour log

STAGE

4

Behaviours include:

- Teasing or unkindness over time
- Playing unkindly or unfairly over time
- Deliberately hurting someone, physically or verbally
- Swearing at someone 'in heat of the moment'
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CONSEQUENCE:

Senior member of staff involved
Parents informed
Play or lunchtime missed
Child completes reflection form
Teacher completes behaviour log

STAGE

3

Behaviours include:

- Talking back to adults
- Unkind comment to others, e.g. appearance
- Not respecting property, e.g. drawers
- Ignoring or excluding someone
- Repeated Stage 1 behaviour
-

CONSEQUENCE:

All or section of play or lunch missed
Class teacher informed (if not directly involved)
Child reflection form might be completed
Behaviour log might be completed

STAGE

2

Behaviours include:

- Talking on carpet
- Not 'sitting for learning'
- Getting carried away in a game
- Interrupting others' learning/ distractions
- One-off ignoring or excluding
-

CONSEQUENCE:

Warning given
Class teacher informed (if not directly involved)

STAGE

Poor behaviour not being addresses by the school's behaviour policy

It may be necessary, in some circumstance, to support a child's behaviour through a personalised behaviour plan. If this is necessary, the parents will be informed and the behaviour plan will be explained in detail to the parents or carers. This approach is designed to personalised both rewards and sanctions taking into account the child's individual needs.

Incidents of Racism, Homophobia and Disablism

Swainswick Primary School takes a zero-tolerance view to these protected characteristics. All incidents are recorded, reported (CPOMS) and investigated. The child's age and motive are noted and parents contacted in all cases. A senior leader will determine the sanction from the information given and ensure all parties are clear about the school's expectations. Deliberate, targeted and wilful incidences will be reported to appropriate external authorities.

Bullying

Swainswick Primary School takes a zero-tolerance view to bullying and the sanctions outlined in the above policy will be taken.

Dealing with behaviour concerns raised by parents

The school is keen to ensure that communication is strong throughout the school. Should a parent or carer have any concern with respect to behaviour, achievement or bullying they need to approach the following members of staff. This will help ensure a quick and appropriate response

1. **Make an appointment to see the class teacher.** The teacher is on hand to discuss concerns and is the first point of contact. The teacher will take notes, investigate and will seek to rectify/support the situation. They may also provide advice as to further action.
2. **Meet with the Headteacher.** Should the situation be of a more severe nature or involves the class teacher the parent will need to meet the Headteacher. Again, a record of the conversation will need to be kept and agreed actions taken and fed back.

Note: the school may involve the School Nurse at any stage if it is felt that this service is required, for example parental support.