

Swanwick Primary School



Behaviour Policy September 2026-27

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Author/s of policy: Ben Wray/ Headteacher

The policy will be reviewed annually as a minimum, unless lessons learnt or new legislation, national or local guidance suggests the need for an earlier date of review.

Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented

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Introduction

At Swanwick Primary School, we believe that **behaviour is a form of communication**, and that all behaviour—whether positive or challenging—reflects an underlying need, skill, or emotional state. Our approach is rooted in the understanding that children learn to regulate their behaviour through **secure relationships, consistent routines, and explicit teaching**.

Our school is underpinned by the values of **curiosity, courage, and kindness**. These values shape everything we do and define the culture we are striving to build. We aim for every child to:

- Be **curious** about the world, their learning, and themselves
- Show **courage** in their choices, their resilience, and their willingness to grow
- Demonstrate **kindness** in their actions, relationships, and contribution to the school community

We are committed not only to supporting positive behaviour in the present, but to **developing children's character over time**. Our ultimate aim is to ensure that every pupil leaves Swanwick Primary School as a **thoughtful, respectful and resilient individual**, equipped to be a **positive citizen and a genuinely good person**.

Creating the Conditions for Success

We aim to create a school environment where every child feels:

- **Safe** – physically, emotionally, and psychologically
- **Seen and understood** – as individuals with unique needs and experiences
- **Valued and respected** – regardless of their behaviour at any given moment
- **Able to succeed** – both socially and academically

We recognise that children's ability to manage their behaviour is influenced by a range of factors, including:

- Developmental stage
- Communication skills
- Emotional regulation
- Past experiences, including trauma or adversity

A Relational Approach

Our behaviour policy is founded on a **relational approach**, where positive, consistent relationships between adults and pupils are central to effective behaviour support. We recognise that children learn how to regulate their behaviour through **interaction, modelling, and connection with trusted adults**, rather than through punishment alone.

This approach is informed by a growing body of research from psychology, neuroscience, and education, including:

- Attachment theory, which highlights the importance of **secure relationships in supporting emotional regulation and behaviour**
- Trauma-informed practice, which emphasises understanding behaviour by asking *“What has happened to this child?”* rather than *“What is wrong with this child?”*
- Research into Adverse Childhood Experiences (ACEs), which demonstrates how early experiences can impact **brain development, emotional regulation, and behaviour**
- Evidence from the Education Endowment Foundation, which identifies **knowing and understanding pupils, and building strong relationships, as key to improving behaviour**

There is also increasing research suggesting that relational and restorative approaches:

- Support **long-term behaviour change and improved emotional wellbeing**
- Improve **school climate and relationships between pupils and staff**
- Help reduce reliance on exclusionary practices, which can have negative long-term consequences for pupils

For these reasons, we have deliberately chosen a relational approach as the **foundation of our behaviour policy**.

What This Means in Practice

A relational approach at Swanwick Primary School means that:

- All staff prioritise **connection before correction**
- Adults respond with **curiosity, empathy and consistency**, rather than immediate judgement
- Behaviour is understood as **communication of need**, particularly where children may struggle with emotional regulation
- Pupils are supported to **reflect, repair, and learn from their behaviour**

This approach does **not** mean:

- That expectations are lowered
- That boundaries are unclear
- That behaviour is ignored

Instead, it reflects a shift in **how adults respond**, while maintaining high standards.

Staff Training and Induction

To ensure consistency and impact, this approach is embedded across the whole school through:

- **Whole-staff training** in relational and trauma-informed practice
- Ongoing **professional development and coaching**
- Regular opportunities for **reflection and discussion**
- A clear expectation that relational practice is part of **every adult's role**

All new staff receive training in:

- Relational approaches to behaviour
- De-escalation and co-regulation strategies
- The school's graduated behaviour pathway

This training forms a core part of our **induction programme**, ensuring that all staff understand and apply the school's approach consistently.

Research highlights that the **success of relational approaches depends on whole-school understanding, high-quality training, and consistent implementation across staff**. This is why training is prioritised and continually developed.

Co-Regulation and Adult Responsibility

We recognise that many children cannot yet regulate their own emotions independently, particularly when distressed. In these moments, they require **co-regulation**—the support of a calm, connected adult to help them regain control.

Adults therefore:

- Remain calm and regulated themselves
- Use consistent language and predictable responses
- Focus on **supporting children to succeed**, rather than simply stopping behaviour

Balancing Relational Practice with Safety

While a relational approach is always our **preferred and default way of working**, there are occasions where behaviour becomes **unsafe** and places the child or others at risk.

In these situations:

- **Safety is always prioritised**
- Staff may need to take **more direct and immediate action**
- Responses may include **removal from a situation, increased adult control, or protective interventions**

We recognise that, at times, these actions may appear to be in **tension with a purely relational approach**. However, they are necessary to:

- Protect all members of the school community
- Maintain an environment where learning can take place safely

Even in these moments:

- Actions are taken **calmly and proportionately**
- The child's **dignity is preserved**
- The relationship is **repaired as soon as possible afterwards**

Teaching Positive Behaviour Through the Curriculum

At Swanwick Primary School, we believe that positive behaviour is taught, modelled and reinforced through all aspects of school life. Our PSHE curriculum, delivered through **Jigsaw**, provides a structured programme that helps pupils develop an understanding of relationships, emotions, responsibility, respect and personal safety. From September 2026, the updated Jigsaw curriculum includes enhanced learning around health and safety, including age-appropriate education about water safety and the dangers of drowning. Pupils also participate in **Evolve**, our online safety curriculum, which teaches them how to stay safe online, make responsible choices and understand respectful digital behaviours. Through our **OPAL (Outdoor Play and Learning)** approach, children are encouraged to take responsibility for themselves, their belongings, their environment and the experiences of others, promoting independence, cooperation and self-regulation. These curriculum experiences are complemented by a programme of assemblies that regularly reinforce expectations around behaviour, safeguarding, British Values and our school values. Assemblies often incorporate social stories and real-life scenarios to help pupils understand the impact of their actions, develop empathy and learn appropriate ways to respond in different situations. Together, these experiences ensure that behaviour is not simply managed when difficulties arise but is proactively taught as an essential life skill.

Recording and Monitoring Behaviour

Accurate and timely recording of behaviour incidents is an essential part of our behaviour management approach at Swanwick Primary School. Effective recording enables the school to identify patterns, monitor trends, evaluate the effectiveness of interventions and ensure that appropriate support is provided to pupils. It also helps the school fulfil its safeguarding responsibilities and maintain clear communication with staff, parents and external agencies where appropriate.

All **Wave 2, Wave 3 and Wave 4** behaviour incidents must be recorded on the school's Management Information System, **Arbor**. Staff should ensure records are factual, objective and completed as soon as possible following an incident. Records should focus on what was observed, the actions taken and the outcome, rather than personal opinions or assumptions.

The following behaviours must be recorded on Arbor:

- Abuse against an adult
- Verbal abuse against a pupil
- Aggressive behaviour
- Bullying
- Carrying an offensive weapon
- Racist incidents

- Distracting others from learning
- Failing to follow repeated instructions
- Damage to property
- Online safety incidents
- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against a member of staff
- Sexualised incidents
- Swearing
- Stealing
- Vaping or smoking on the school site
- Homophobic abuse

Behaviour data is reviewed regularly by senior leaders to identify emerging trends, patterns, locations, times of day or groups of pupils that may require additional support, intervention or changes to provision. This information helps the school to take a proactive approach to behaviour and ensure that resources are deployed effectively.

Whilst behaviour incidents are recorded on Arbor, any concerns that relate to a child's welfare, safety or safeguarding must be recorded on **MyConcern**, the school's safeguarding and child protection recording system. Staff should follow the school's Safeguarding and Child Protection Policy when deciding whether an incident should also be recorded as a safeguarding concern. Where behaviour and safeguarding overlap, records may be required on both systems to ensure a complete and accurate picture of the child's needs and experiences.

All staff have a responsibility to ensure that records are accurate, professional and completed in a timely manner, recognising that effective recording plays a vital role in safeguarding children, supporting staff and promoting positive outcomes for all pupils.

Behaviour around school including travelling around site, assemblies and playtimes.

At Swanwick Primary School, we expect pupils to move around the school calmly, safely and respectfully so that learning can continue without disruption and everyone feels safe. During transition times, including moving between lessons, attending assemblies and lining up after playtimes, pupils are expected to follow our **STAR** expectations:

S – Standing Smartly

T – Travelling Calmly

A – Acting Safely

R – Ready to Learn

The STAR approach provides a simple and consistent framework that helps pupils prepare themselves for the next part of the school day. Staff will explicitly teach, model and reinforce these expectations so that transitions are purposeful, calm and efficient.

During assemblies, pupils are expected to demonstrate the STAR expectations and engage respectfully with the content being delivered. Assemblies play an important role in promoting our school values, safeguarding messages and sense of community. Pupils are also expected to participate positively in

collective worship and singing. As part of our assembly programme, children will learn and sing one of ten selected songs that have been carefully chosen to reflect and reinforce our values of **Curiosity, Courage and Kindness**. Through regular participation, we aim to foster a strong sense of belonging, pride and shared identity across the school.

Rewards

Individual Rewards

Individual rewards recognise pupils who demonstrate positive attitudes, effort, perseverance and our school values throughout the school day.

Swanwick Sterling

Children are awarded **Swanwick Sterling Stamps** for demonstrating positive behaviours, excellent effort, resilience, kindness, responsibility and exceptional work. These stamps are collected and recorded, allowing pupils to save their Sterling over time.

Collected Sterling can be exchanged in **The Swanwick Reward Hub**, our exciting school reward shop. The Swanwick Reward Hub contains a wide range of rewards available at different Sterling values, encouraging children to make choices about whether they spend their Sterling immediately or save towards larger rewards.

The Swanwick Reward Hub offers a variety of prizes including:

- Stationery and school supplies
- Popular children's books and novels
- Craft and activity resources
- Sports equipment
- Experiences and special privileges
- Gift vouchers and premium rewards

The Hub is managed by members of the School Council, providing them with valuable opportunities to develop leadership, responsibility and enterprise skills. An identified member of staff provides oversight of the shop, ensuring stock is appropriately managed and maintaining accurate records of each child's Sterling balance. The Swanwick Reward Hub is prominently displayed in the main hall and is intentionally designed to be highly visual, aspirational and appealing, helping to create excitement around positive behaviour, effort and achievement.

Swanwick Sterling should be awarded consistently and purposefully to recognise behaviours and achievements that go above and beyond everyday expectations. Staff are encouraged to award Sterling for demonstrating the school values of curiosity, courage and kindness, exceptional effort, perseverance, resilience, responsibility, positive learning behaviours, acts of kindness towards others, and work of a particularly high standard. To maintain the value and impact of the reward system, Sterling should be awarded in moderation and linked to specific behaviours or achievements, with adults clearly explaining

why it has been earned. As a general guide, most children may receive Sterling several times each week; however, awards should remain meaningful and not become so frequent that they lose their significance. Staff should strive to ensure that all pupils have fair opportunities to earn Sterling through both academic achievement and positive contributions to the school community.

Additional Individual Rewards

Alongside Swanwick Sterling, staff recognise positive behaviour, achievement and effort in a variety of ways, including:

- Specific verbal praise linked to effort, improvement or our school values.
- Stickers and certificates.
- Proud cards given to children to celebrate success.
- Positive messages, photographs and achievements shared with families through Tapestry.
- Recognition during our weekly Celebration Assemblies:
 - KS1 Celebration Assembly – Friday morning
 - KS2 Celebration Assembly – Friday afternoon

For some pupils, particularly those with identified additional needs, personalised reward systems may also be implemented as part of an individual support plan. These bespoke rewards are carefully selected to meet individual needs whilst promoting engagement, success and positive behaviour.

The purpose of these individual rewards is not simply to provide external motivation, but to help children recognise the positive impact of their choices, build self-esteem and develop the intrinsic motivation needed to become responsible, successful learners and members of the school community.

Swanwick Silver- whole class reward

Swanwick Silver is our whole-class reward system, designed to encourage teamwork, collective responsibility and positive classroom culture. Classes are awarded Swanwick Silver when they consistently demonstrate the school values of curiosity, courage and kindness, work together positively, show excellent learning behaviours, follow routines well, or receive compliments from staff, visitors or members of the community. Each class records their Silver visually on a display within the classroom, typically on the class whiteboard, enabling children to see their progress towards a shared reward.

To ensure rewards remain motivating and impactful, classes should achieve them regularly. Reception classes work towards **5 Silvers**, Key Stage 1 classes towards **10 Silvers**, Lower Key Stage 2 classes towards **15 Silvers**, and Upper Key Stage 2 classes towards **20 Silvers** before earning a class reward chosen from an agreed menu of age-appropriate activities. The system is intentionally structured so that children experience the positive outcomes of collective effort and good behaviour frequently, reinforcing the message that everyone has a role to play in creating a successful, happy and productive classroom community.

Consequences

At Swanwick Primary School, we believe it is important that children develop an understanding that all actions have consequences. Positive choices lead to positive outcomes, recognition and success, whilst poor choices may result in consequences that help children reflect, learn and make better decisions in the

future. Learning to understand the relationship between actions and outcomes is an essential life skill and helps children develop responsibility, self-regulation and accountability.

Our approach to consequences is based upon the principle that consequences should be **natural, logical and linked to the behaviour displayed** wherever possible. Children may temporarily lose privileges, levels of independence or access to specific activities where this is appropriate and proportionate. However, consequences are never intended to shame, punish or humiliate a child. Instead, they are used as opportunities for learning, reflection and restorative repair.

In line with our relational approach, all consequences will be delivered calmly, respectfully and with the child's dignity preserved. Staff will separate the behaviour from the child, making it clear that whilst a particular behaviour may be unacceptable, the child remains valued, respected and supported. Wherever possible, children will be supported to repair relationships, restore trust and successfully re-engage with school life.

As an OPAL school, we recognise that play is a fundamental right and an essential part of children's development. Therefore, **playtimes and lunchtimes will not be removed as a consequence for behaviour**. Instead, where behaviour occurs during play, children may temporarily lose access to a particular activity, area, piece of equipment or level of independence, whilst continuing to access meaningful play opportunities elsewhere. This ensures that consequences remain linked to the behaviour whilst protecting children's right to play, socialise and regulate through outdoor activity.

The purpose of consequences is to:

- Keep all members of the school community safe.
- Help children understand the impact of their behaviour.
- Encourage responsibility and accountability.
- Support reflection and restorative repair.
- Rebuild trust and independence over time.
- Maintain a positive learning environment for all.
- Teach children how to make better choices in the future.

Wave	Examples of unwanted behaviour	Staff response	Child expectation	Consequence
Wave 1	• Calling out • Low level disruption • Off-task behaviour • Minor disagreement • Not following instructions first time	• Non-verbal reminder where appropriate • Calm verbal reminder linked to school values • Re-teach the expected behaviour • Provide take-up time • Reinforce positive choices being made by others	• Respond positively to the reminder • Correct behaviour • Re-engage with learning or play	• Redirection and re-teaching only
Wave 2	• Continued disruption after reminders, • Disrespectful behaviours • Persistent refusal • Deliberate distractions to learning • Misuse of equipment	• Positive restorative and de-escalation prompt sheet to be used (see appendix A) • Clarify expectations • Explain the impact of the behaviour • Support the child in making a better choice	• Engage in reflection • Accept support from the adult • Demonstrate improved behaviour	• Temporary loss of specific privilege • Temporary reduction in independence • Short period of supported participation • Restorative reflection take if appropriate

Wave 3	• Repeated defiance • Persistent disruption • Unkind or intimidating behaviour • Deliberate damage to property • Behaviour causing significant impact on others	• Removal from the situation is required • Opportunity to regulate with adult support • Restorative discussion once calm with member of SLT (see appendix B) • Communication with parent on Tapestry where appropriate • Record incident on MyConcern/Insight	• Participate in restorative conversations • Reflect upon the impact of their actions • Complete actions required to repair harm	• Temporary loss of a significant privilege • Increase adult supervision • Reduced independence for an agreed period • Restoration actions and repair • Support play arrangements
Wave 4	• Physical assault • Aggressive behaviour towards pupil or adults • Serious verbal abuse • Significant damage to property • Unsafe behaviour that places others at risk	• Immediate action to ensure safety. • Follow Behaviour Support Plan and Risk Assessment. • Senior leader involvement. • Time and support for regulation. • Formal recording. • Parent communication. • Multi-agency involvement where required.	• Engage in restorative repair when ready. • Work with adults to rebuild trust. • Follow agreed support strategies.	• Significant reduction in independence. • Increased adult supervision. • Restricted access to higher-risk activities. • Review of individual behaviour support plans. • Internal reflection and restorative work. • Suspension where behaviour meets statutory thresholds and all relevant guidance has been followed.

Lunchtime Consequence Guide (OPAL-Aligned)

Step 1: Reminder	• Calm reminder of expectations. • Re-direct towards positive play. • Encourage problem-solving.
Step 2: Re-Teach	• Brief restorative conversation. • Support the child to make a better choice. • Redirect to an alternative activity if required.
Step 3: Temporary Loss of Activity	• Child loses access to the specific activity, area or equipment linked to the behaviour. • Child remains engaged in alternative play opportunities. • Adult supports successful re-engagement.
Step 4: Supported Play	• Increased adult supervision. • Access to play remains available. • Child participates in alternative activities with support. • Incident shared with class teacher and, where necessary, senior leaders.

Children will not lose their playtime or lunchtime as a consequence for behaviour. Instead, consequences focus on the temporary loss of specific activities, equipment, areas or levels of independence that are directly linked to the behaviour displayed. This approach maintains children's right to play whilst teaching responsibility, accountability and safer ways of engaging with others. Play remains a vital opportunity for social development, emotional regulation, physical activity and wellbeing, and therefore should be protected wherever possible.

Consequence Menu for Staff

Loss of Privileges	• Classroom jobs and responsibilities. • Being first in line. • Choosing a learning partner. • Choosing seating position. • Choosing a classroom activity.
Increased Support	• Adult-supported transitions. • Additional check-ins/ chunking. • Reduced independence. • Supported play. • Structured movement around school.
Restorative Actions	• Repairing damaged resources. • Tidying or restoring an area. • Creating an apology card/letter/drawing. • Participating in a restorative conversation. • Supporting positive relationship rebuilding.
Temporary Restrictions	• Access to specific equipment. • Access to particular activities. • Access to specific areas of school. • Access to higher-risk play opportunities.

Restorative Conversations

At Swanwick Primary School, restorative conversations are a key part of our relational approach to behaviour. We believe that children learn best when they are supported to understand the impact of their actions, repair harm and restore relationships. Restorative conversations help children to develop empathy, accountability, emotional literacy and problem-solving skills whilst maintaining positive relationships with the adults who support them.

Restorative conversations are not intended to be a punishment, interrogation or opportunity to assign blame. Instead, they are structured discussions that help children reflect on what has happened, consider the impact of their behaviour on others and identify what needs to happen next. Where possible, restorative conversations should take place once a child is calm and regulated. Staff should approach these discussions with curiosity rather than judgement, seeking to understand the reasons behind the behaviour whilst maintaining clear expectations.

The aim of a restorative conversation is to ensure that every child leaves the discussion feeling listened to, supported and able to make positive choices moving forward. Wherever possible, the conversation should conclude with a clear plan for repairing harm, rebuilding trust and successfully re-joining the school community.

Restorative Conversation Principles

Staff should:

- Remain calm and non-judgemental.
- Focus on the behaviour, not the child.
- Listen actively and without interruption.
- Show empathy whilst maintaining expectations.
- Give children time to think and respond.
- Seek understanding before providing solutions.
- Encourage accountability and problem-solving.
- End with a clear next step and positive encouragement.

Staff should avoid:

- Lecturing or prolonged discussions.
- Labelling children.
- Public conversations that may cause embarrassment.
- Forcing apologies before a child is ready.
- Revisiting issues repeatedly after resolution.
- Attempting restorative conversations when a child is still dysregulated.

Swanwick Restorative Conversation Guide

Stage 1: Regulate	Before beginning the conversation, ensure the child is calm enough to engage. Questions may include: • Are you feeling ready to talk? • Would you like a few more minutes? • Can I help you feel calm before we start? Adult focus: Connection before correction.
Stage 2: Explore	Help the child explain what happened. Questions: • Tell me what happened. • What was happening just before? • What were you thinking at the time? • How were you feeling? Adult focus: Listen without judgement
Stage 3: Reflect	Help the child understand the impact of their behaviour. Questions: • Who has been affected? • How do you think they may have felt? • What happened because of your choice? • What do you think people needed from you instead? Adult focus: Build empathy and understanding.
Stage 4: Repair	Support the child to consider how harm can be repaired. Questions: • What needs to happen now? • How could you make this right? • Is there anything you would like to say or do? • What could help rebuild trust? Adult focus: Solutions and responsibility.
Stage 5: Restore	End positively and look forward. Questions: • What will you do differently next time? • How can I help you be successful? • What is your next positive step? Adult focus: Maintain dignity and optimism.

Support from Senior Leaders

At Swanwick Primary School, behaviour is everyone's responsibility and no member of staff should ever feel that they are managing challenging behaviour alone. Whilst all staff are expected to apply this policy consistently, support is always available from senior leaders when required.

Where behaviour reaches **Wave 3 (Significant Behaviour)** or **Wave 4 (Serious Behaviour)**, staff should seek support from the Senior Leadership Team as appropriate. An identified member of the Senior Leadership Team (SLT) will be designated as the **SLT On Call** each day. Details of the on-call leader will be clearly displayed in the SLT corridor and published on the school's online calendar. The on-call member of SLT will carry a walkie-talkie to enable staff to request support quickly when needed.

The purpose of SLT support is not to take over behaviour management, but to work alongside staff to ensure that situations are managed safely, consistently and in line with the school's relational approach. Senior leaders may support with de-escalation, restorative conversations, risk assessment, communication with families, behaviour planning and decision-making following significant incidents.

The Headteacher retains overall responsibility for behaviour and discipline within the school. Whilst senior leaders may support with behaviour incidents on a day-to-day basis, decisions relating to suspension must always be discussed with, and authorised by, the Headteacher (or the designated acting Headteacher in their absence). Staff should never feel hesitant about seeking support, advice or guidance when managing challenging behaviour. Working together ensures consistency for pupils and provides the best possible outcomes for all members of the school community.

Walkie-Talkie Communication Protocol

To ensure that walkie-talkies are used effectively, professionally and consistently across the school, all staff should follow the agreed communication protocol. The purpose of walkie-talkies is to enable staff to quickly seek support, share important information and respond to situations efficiently, whilst minimising disruption and maintaining confidentiality. See Appendix D for more further guidance on walkie-talkie protocol.

Key Principles

- Keep messages **clear, concise and calm**.
- Think before speaking.
- Use professional language at all times.
- Do not discuss confidential or sensitive pupil information over the radio.
- Use names of staff members but avoid using children's names where possible.
- Speak slowly and clearly.
- Acknowledge messages so the sender knows they have been received.

Standard Communication Structure

Step 1: Identify Who You Are Calling	"SLT On Call from Year 4."
Step 2: Wait for Acknowledgement	"Go ahead Year 4."

Step 3: Deliver the Message	"Could I have support in Year 4 please." OR "Could I have an adult in the playground please."
Step 4: Confirmation	"Received. On my way."

Agreed Call Levels

To prevent lengthy explanations and ensure everyone understands the urgency of a situation, staff should use the following language:

Support Request	Used when support would be helpful but the situation is safe and under control. Example: "Green support request in Year 2." Meaning: • Child needs support. • No immediate risk. • Staff member remains able to manage. Response: • Support provided when available.
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Urgent Support Required	Used when behaviour is escalating or likely to become unsafe. Example: "Orange support request in Reception." Meaning: • Situation requires prompt assistance. • Increased risk of escalation. • Staff require support to de-escalate. Response: • SLT or available staff attend as soon as possible.
Immediate Assistance Required	Used when there is immediate risk to safety. Example: "Red support request in the Hall." Meaning: • Immediate assistance needed. • Risk of harm to pupils, staff or the child. • Staff should attend immediately. Response: • Nearest available trained adults attend immediately. • SLT takes lead.

Relational Support Plans

Whilst the majority of pupils respond well to our universal behaviour systems and relational approach, some children may require additional personalised support to help them be successful in school. In these circumstances, a **Relational Support Plan (RSP)** may be implemented (see appendix C).

Relational Support Plans are developed for pupils who display ongoing, persistent or complex behaviours that are impacting on their wellbeing, learning, relationships or safety, or that of others. The purpose of an Relational Support Plan is to provide a consistent, personalised and proactive approach that identifies strengths, barriers, triggers and effective support strategies to help the child succeed.

Relational Support Plans are developed collaboratively between school staff, parents/carers and, where appropriate, the child themselves. This ensures that everyone has a shared understanding of the child's

needs and works together towards common goals. Plans are based on the principle that behaviour is a form of communication and seek to identify the underlying reasons for behaviour, rather than focusing solely on the behaviour itself.

Plans may include:

- A summary of the child's strengths and interests.
- Identified triggers and early warning signs.
- Proactive support strategies.
- Reasonable adjustments and adaptations.
- Individual behaviour targets.
- Agreed rewards and motivators.
- De-escalation strategies.
- Reactive responses to challenging behaviour.
- Restorative and repair approaches.
- Home-school communication arrangements.
- Review dates and success criteria.
- Swanwick sterling will not be used to reward progress within RSPs.

Relational Support Plans are reviewed regularly to ensure they remain effective and responsive to the child's needs. Where appropriate, additional support may be sought from external agencies such as Educational Psychology, Behaviour Support, Inclusion Services or Health Professionals.

The school's Behaviour Lead, **Ben Wray**, oversees the implementation of Relational Support Plans and works alongside staff, pupils and families to ensure that strategies are consistently applied and regularly reviewed. Support may include coaching staff, monitoring progress, adapting provision and coordinating wider support where necessary. Through this collaborative approach, we aim to provide every child with the support, understanding and structure they need to thrive both socially and academically.

Suspension and Permanent Exclusion

At Swanwick Primary School, we are committed to maintaining a safe, supportive and inclusive environment where all children can learn, thrive and feel valued. Our relational approach to behaviour is founded on the belief that children learn from mistakes when supported through positive relationships, clear expectations and appropriate interventions. Consequently, every effort will be made to understand the underlying causes of behaviour, provide support and implement reasonable adjustments before more serious sanctions are considered.

Suspension and permanent exclusion are measures of last resort. They will only be considered where there has been a serious breach, or persistent breaches, of the school's Behaviour Policy and where allowing a pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others within the school community. Decisions regarding suspension and permanent exclusion will always be made in accordance with current statutory guidance and will be lawful, reasonable, fair and proportionate.

Before reaching this stage, the school will normally have considered and implemented a range of support strategies, which may include restorative approaches, individual behaviour plans, reasonable adjustments, pastoral support, external agency involvement and targeted interventions. However, there may be

occasions where the seriousness of an incident warrants immediate consideration of suspension or, in exceptional circumstances, permanent exclusion.

Reasons for Suspension

A suspension may be considered in response to serious incidents including, but not limited to:

- Physical assault against another pupil.
- Physical assault against a member of staff.
- Physical assault against any other adult.
- Serious verbal abuse or threatening behaviour towards pupils or adults.
- Racist, discriminatory or prejudicial incidents.
- Bullying, including cyberbullying, causing significant harm.
- Deliberate and significant damage to property.
- Serious online incidents.
- Incidents of a sexual nature.
- Theft.
- Possession of prohibited items.
- Behaviour that poses a serious risk to the safety or wellbeing of others.
- Persistent and serious disruptive behaviour despite support and intervention.
- Behaviour outside of school that brings the school into serious disrepute or poses a risk to members of the school community.
- Bringing a weapon into school.
- Bring drugs (including vapes) into school.

Following any suspension, the school will work closely with the pupil and their family to support a successful reintegration into school. Reintegration meetings, restorative conversations and updated support plans may be implemented to reduce the likelihood of future incidents.

Reasons for Permanent Exclusion

Permanent exclusion is an extremely serious sanction and will only be considered where:

- There has been a single, exceptionally serious incident.
- There have been repeated serious breaches of the Behaviour Policy despite extensive support and intervention.
- Allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others.

Examples may include, but are not limited to:

- Serious physical assault resulting in significant injury.
- Serious violence or threatened violence.
- Possession, use or supply of prohibited items where there is significant risk.
- Persistent and serious aggressive behaviour which places others at ongoing risk.
- Repeated serious incidents where previous interventions, support plans and sanctions have not been successful in bringing about sustained improvement.
- Behaviour that fundamentally undermines the safety and orderly running of the school.

Each case will be considered individually, taking account of the circumstances, the age of the pupil, any additional needs, the support already provided and the principles of fairness and proportionality.

Relational Approach Following Suspension or Exclusion

Even when serious sanctions are necessary, the school remains committed to treating every child with dignity, compassion and respect. Suspension or permanent exclusion is a response to behaviour rather than a judgement of the child as a person. Wherever possible, the school will seek to maintain positive relationships with pupils and families, ensuring that decisions are understood and that support continues to be offered appropriately.

Our aim is always to balance accountability with support, ensuring the safety of our community whilst helping children learn from their experiences and achieve positive outcomes in the future.

Reasonable Adjustments for Vulnerable Pupils

At Swanwick Primary School, we recognise that some pupils may require additional support and reasonable adjustments to enable them to access education successfully and meet behavioural expectations. We understand that factors such as special educational needs and disabilities (SEND), social, emotional and mental health needs (SEMH), attachment needs, trauma, adverse childhood experiences, medical conditions or safeguarding concerns can impact upon a child's ability to regulate their emotions and behaviour.

In line with our duties under the Equality Act 2010 and our commitment to inclusion, we will make reasonable adjustments where appropriate to ensure that pupils are not disadvantaged by a one-size-fits-all approach to behaviour. Whilst expectations for positive behaviour remain high for all pupils, we recognise that some children may require different levels of support, scaffolding and intervention in order to achieve success.

Reasonable adjustments are not about lowering expectations; rather, they are about providing equitable support so that every child has the opportunity to meet those expectations. Adjustments will be informed by an understanding of the individual child, their needs and the barriers they may experience. They will be developed collaboratively with staff, parents/carers, the child where appropriate and any relevant external professionals.

Reasonable adjustments may include:

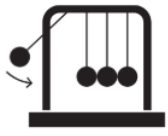
- Adapted behaviour expectations linked to developmental stage or identified need.
- Relational Support Plans or Positive Handling Plans.
- Personalised reward and motivation systems.
- Increased opportunities for movement, sensory regulation or breaks.
- Access to a calm or regulated space.
- Alternative methods of communication.
- Visual timetables, prompts and structured routines.
- Adjusted seating arrangements.
- Increased adult support during unstructured times.
- Pre-teaching of expectations and social situations.
- Additional transition support.

- Reduced language and simplified instructions during times of stress.
- Alternative approaches to restorative conversations where appropriate.
- Graduated re-integration following significant incidents or periods of absence.

Staff will always seek to understand the function of behaviour and consider whether a pupil's behaviour may be influenced by an underlying need before deciding upon an appropriate response. Consequences will continue to be applied where necessary, but these may be adapted to reflect individual needs and circumstances. Any adjustments made will be proportionate, regularly reviewed and aimed at helping the child develop greater independence, self-regulation and success over time.

Through this personalised and compassionate approach, we aim to remove barriers, promote inclusion and ensure that all pupils feel safe, supported and able to thrive within our school community.

Wave 2

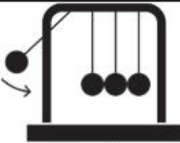
Feeling 	Event 
Impact 	Fix it 
Next time 	

Fix it conversation guide

Relationship Choices 	Regulation Choices 	Learning Choices 	Problem Solving Choices 
			
			
			
			
			

Positive Choices Menu

Wave 3

 Feeling 😊 Happy 😟 Worried 😞 Sad 😡 Angry 😤 Frustrated 😬 Nervous	 Event 💬 Tell me what happened. ✅ Be honest ✅ Everyone makes mistakes ✅ We are here to help
 Impact 👤 Me 👦 Another child 👨 An adult 👥 The class	 Reflect 💬 Used kind words 👉 Asked for help 🚶 Walked away 🧠 Used my calm strategy 👂 Listened to instructions
 Fix it 💬 Say sorry 📝 Write a note ❤️ Show kindness 🔧 Help fix it 🤝 Repair a friendship	 Next time ☀️ Remember... 💛 Everyone makes mistakes. 📖 We learn from our mistakes. 👉 We make things right. 🚀 Every day is a new opportunity.

Restorative conversation guide



Appendix C (Wave 3)

INSPIRING CURIOSITY, COURAGE
AND KINDNESS



Swanwick Primary School- Relational Support Plan

Child's Name	
Staff in the child's initial Learning Environment	
Class	
Name of Parents/ Carers	

Date plan starts:		Medical needs
Date of next review:		
Identified challenges for pupil:		
Identified behaviour. Mostly in a heightened state with no recognition or boundaries or safety		
Appearance	Rate	Severity
Presenting behaviour:		
Identified function of behaviour/ unmet need:		
Agreed relational strategies to behaviour:		
Reflect & Repair:		
Long term aim of strategies (SMART)		

+	Agreed by:	Name(s)	Signature	Date
	Parents/ Carers			
	Child (if appropriate)			
	Headteacher			
	Class Teacher			

1

INSPIRING CURIOSITY, COURAGE
AND KINDNESS



Anyone else, please indicate who			
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2

Appendix D (Suggested Behaviour-Specific Language for walkie-talkies)

Rather than saying:

✗ "John is kicking off."

Use:

☑ "Orange support request in Year 3."

Rather than:

✗ "Can someone come and deal with this child?"

Use:

☑ "Additional adult support requested in Year 3."

This keeps communication professional and protects children's dignity.

Responding to Calls

All staff carrying radios should:

☑ Listen fully before responding.

☑ Keep channels clear.

☑ Confirm receipt.

Examples:

"Received."

"On my way."

"Support arriving now."

Avoid:

✗ Multiple staff responding at once.

✗ Unnecessary conversations.

✗ Discussing incidents over the radio.

Playground and Lunchtime Protocol

For OPAL and lunchtime use, simple messages are recommended.

Examples:

"Orange support request at the tyre area."

"Green support request on the field."

"Red support request near the trim trail."

This allows support to be deployed quickly without broadcasting unnecessary details.

