

# Swanage Primary School Behaviour Policy

Policy written: December 2024

Reviewed: October 2025

Next review: October 2027



## 'Ready, Respectful, Safe'

### I: Introduction

At Swanage Primary School, we are committed to creating a safe, nurturing environment where children thrive, and a community where everyone is kind, positive and hard-working. We recognise that well-being and behaviour are inextricably linked. Research backs up the link between positive mental health and best educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning, so well-being is at the heart of our school. Inspired by Paul Dix's principles, our behaviour policy focuses on building strong relationships, consistency and restorative practices. We believe in teaching children to make positive choices, take responsibility for their actions and learn from their mistakes within a culture of mutual respect, trust and truthfulness. An element of this is understanding that by taking responsibility, children understand the natural consequences of their actions. We encourage everyone to recognise both their rights and responsibilities, showing excellent behaviour through being **Ready, Respectful, Safe**, so they can become resilient, independent, confident learners.



We follow three simple, positively phrased rules across the school:



## The Swanage Way

'Enjoying learning together'



Ready



Respectful



Safe



- Ready to listen
- Ready to learn
- Ready to help
- Ready to follow instructions
- Ready to be a good, kind friend

- Respectful to others
- Respectful words
- Respectful actions
- Respectful to property
- Respectful to rules
- Respectful to our differences
- Marvellous Manners

- Safe hands and feet
- Safe choices
- Safe space
- Safe games: kind and gentle
- Super Sitting
- Wonderful Walking

## 2: Aims

- Promote positive behaviour through high expectations and a culture of kindness and respect.
- Focus on consistency, empathy, and clear boundaries, to ensure excellent behaviour for learning.
- Develop children's ability to self-regulate, taking responsibility for their actions, and their natural consequences.
- Use restorative, solution-focussed approaches to repair relationships and learn from mistakes.
- To promote and maintain a safe, caring community where everyone is treated fairly, calmly, and with good humour.
- To promote strong relationships to create happy, confident, independent and resilient learners.

## 3: Core Principles

*You can be strict without being nasty, maintain boundaries without cruelty, and correct children without aggression.' Paul Dix, Pivotal Education*

The Five Pillars of Pivotal Practice				
Paul Dix				
Relationships first: Building strong, trusting relationships is central to our approach				
1	2	3	4	5
Consistent, calm adult behaviour	First attention for best conduct	Relentless routines	Scripting difficult conversations	Restorative follow-up

Relationships First - Building strong, trusting relationships is central to our approach.

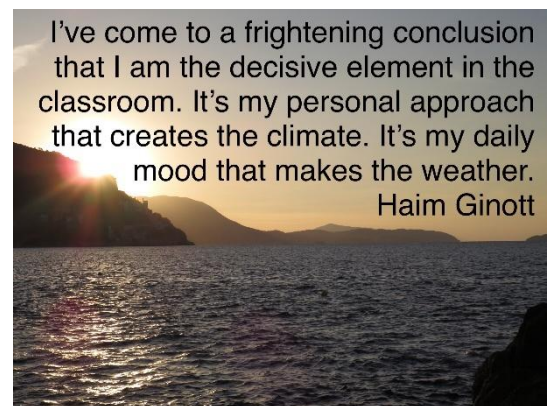
1. Consistency - Clear expectations and routines are applied consistently by all staff.

2. Praise in Public; Reprimand in Private - Positive reinforcement is public; corrections are discreet to maintain dignity. Notice and acknowledge positive behaviours first and frequently.

3. Relentless Routines - Clear, predictable routines help children feel secure and know what is expected.

4. Scripting Difficult Conversations - Ensure shared language supports calm, consistent management of behaviour by all adults.

5. Restorative Follow-up - Support children to understand, take responsibility for, and repair harm. Understand that there may be a natural consequence for their actions.



## 4: Consistency in practice

*'Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.'* Paul Dix

Consistency means:

- Consistent language; consistent response: Simple, clear expectations reflected in all conversations about behaviour. Refer to the agreement made between staff and learners, Ready, Respectful, Safe.

- Consistent **positive reinforcement (praise)**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. Be relentless in promoting the behaviour you want to see. Acknowledge success.
- Consistently reinforced **routines for behaviour around the whole school site**: Be relentless with promoting these: Silent signals (1,2,3 transitions, TTYP, Team Stop), Wonderful Walking, Super sitting, Marvellous Manners. Encourage and celebrate.
- Consistent **environment**: Organised, tidy, well-cared for classroom environments. Encourage and expect children to take care of these. Display consistent visual messages and echoes of core values positively.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **follow up**: Ensuring 'certainty' at classroom, wider school and senior management level. Teachers taking responsibility for behaviour interventions, seeking support but not delegating: 'Pick up your own tab'.
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistent **cultures of excellent behaviour management**: The truth is that there is no alternative to hard work: Building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive - sustaining a calm 'poker face' when confronted with challenging behaviour!

## 5. Expectations

All adults, every day, will:

- **Meet and Greet** every child by name, with a smile.
- **Provide a positive, safe, nurturing culture**: Know your children well
- Use **Ready, Respectful, Safe** to reinforce behaviours they want to see
- **Model** positive behaviours and build relationships
- **Engage learners** through planning / supporting lessons that motivate, challenge and meet the needs of all learners
- **Promote calm transitions / learning behaviours** in class and around the school: Use our 'Silent Signals' to (Team Stop, 1,2,3 for movement in classroom / hall, TTYP (talk to your partner signal)
- **Understand** children's emotional states through **Zones of Regulation** boards in each classroom and **intervene to support where needed**.
- **PIP and RIP** (Praise in Public (nb awareness of children who don't like this), Reprimand in Private)
- **Promote, pursue and recognise positive behaviour** through **Recognition Boards**
- **Pre-empt negative behaviours** using 30 second script

Senior Leaders will:

- **Meet and greet children** on the gate at the start of every day
- **Reinforce Ready, Respectful, Safe** to promote and recognise behaviours we want to see
- **Be a visible presence** around the school to promote excellent behaviour
- **Support staff** with reparation meetings, difficult conversations and ensure restorative conversations are completed
- **Support staff** in managing learners with complex or entrenched negative behaviours
- **Provide CPD** for all staff involved with pupils

- Celebrate efforts regularly that go 'above and beyond' expectations
- Ensure good practice is shared regularly
- Monitor and assess school-wide behaviour policy and practice: promote positivity and consistency
- Regularly review provision for learners who fall beyond the range of written policies

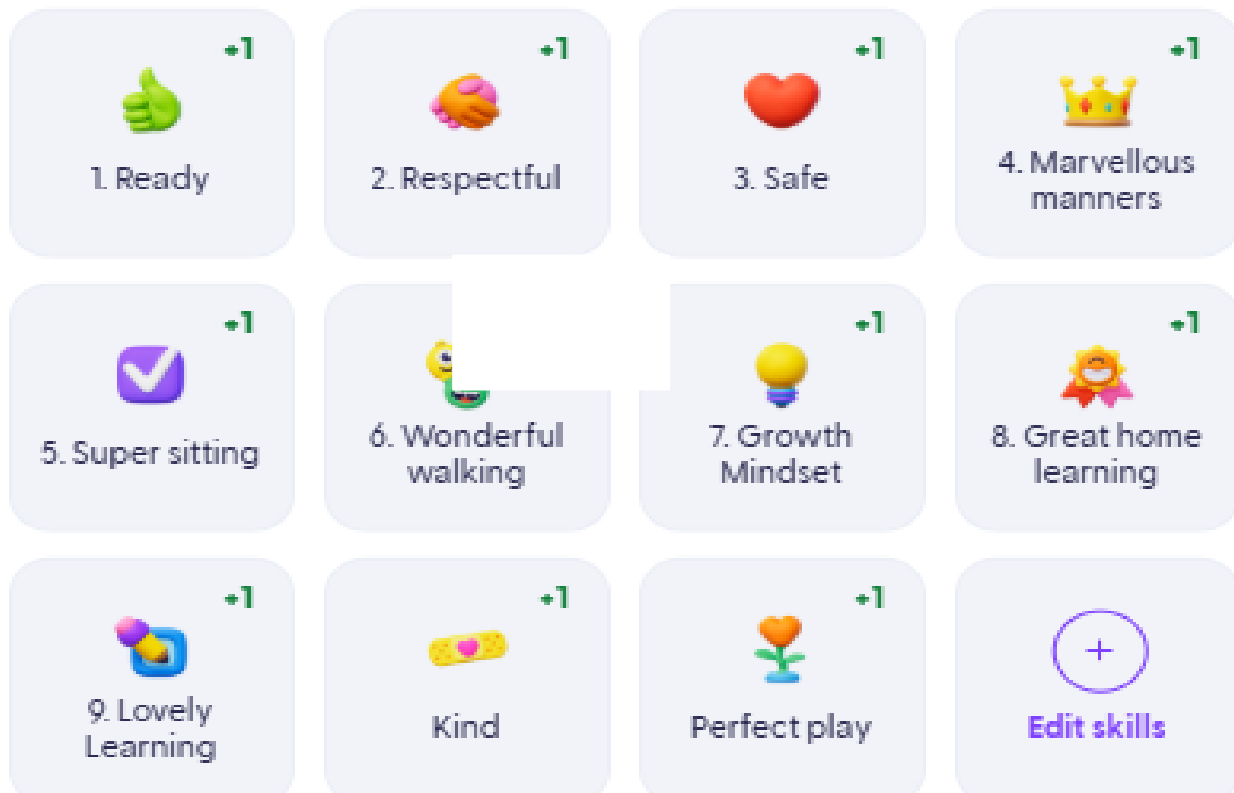
## 6: Positive Recognition:

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency highly visible.'* Paul Dix

We recognise and reward learners who go 'over and above' our standards. Although there are school based rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

*'It is not what you give but the way that you give it that counts.'*

- Verbal Praise - Specific and sincere acknowledgment of positive behaviour.
- Classroom Recognition Boards - Highlighting shared successes and teamwork.
- Class Reward Jars - star jar / pom-pom jar - for 'above and beyond' working towards collective reward
- Lunchtime award cards - MDSAs acknowledge positive behaviours at lunchtime - celebrate in class
- Dojo acknowledgement - recognise positive behaviour quickly (no numerical points). Categories: Ready, Respectful, Safe, Marvellous manners, Wonderful walking, Perfect play, Super sitting, Growth Mindset, Kind
- Positive message home - acknowledge great behaviour / learning / kindness to parents regularly
- Headteacher Recognition - For exceptional contributions or improvements (Headteacher visit / sticker)
- Star Award Assembly - Weekly acknowledgment of 'over and above' achievements and behaviours.



## 7. Managing Negative Behaviour

When behaviour does not meet expectations, staff follow a consistent and calm approach:

1. Gentle Reminder - Quietly remind the child of expectations.
2. Clear Warning - Explain the behaviour and natural consequences calmly and clearly.
3. Restorative Conversation - Address the behaviour, focusing on repairing harm and agreeing on a way forward.
4. Reflection Time - A short period for the child to reflect on their choices, either within or outside the classroom.
5. Parental Involvement - If behaviour persists, parents/carers are involved to collaborate on strategies for improvement.

## 8. Putting it Right Together

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. **Praise the behaviour you want to see.** Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

## Addressing Poor Behaviour:

There are words, phrases and tones that work better than others. Scripts should be created with kindness, empathy and understanding - holding a boundary without aggression. A script removes the need to react in the moment - often a heightened moment. They should take 30 seconds: get in, deliver the message, anchor to a previously good bit of behaviour, exit. Sends the message: You own your behaviour, your poor behaviour doesn't deserve my time, you are better than the behaviour you're showing today and I can prove it. You leave the encounter with 'thank you for listening' (without sarcasm) and move away. Do not reward the child by being tempted back by secondary behaviours. Discretely note what happened so you can follow up later. In time, the certainty of your follow up will ripple through the class.

Scripts should be delivered:

- Without anger
- With a reassuringly consistent tone
- With body language that compliments the message
- As a planned response (rather than a rewarding emotional display)
- Quietly / discretely to reduce public power play

Sit alongside the child, gentle approach, use the child's name, at child level, mirror child's posture slightly, deliver message

Redirection	Gentle reminder / encouragement - non-verbal cue. Proximate praise also really effective at this point: 'Wow! The children in the front are doing really super sitting.' e.g: Drawing the child's attention to their book to begin writing / reminders of super sitting
Chance 30 seconds	Given privately / quietly wherever possible: I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice. I need you to be ready, Thank you for listening.  Eg: - 'I notice that you haven't opened your book yet. This is a reminder that we need to be ready to learn. Please make a better choice: open your book and start your work. I will speak to you again in two minutes. Thank you.'
Choice 1 min	I noticed you're still struggling to ... chose to... (noticed behaviour) This is the second time I have spoken to you, is there anything I can do to help you. This is a warning; I believe you can make the right choice.  Eg: - 'I have noticed you are still not ready to do your work. Is there anything you need? (if not, then...) I know you can make a better choice. If you don't work hard now, you are choosing to catch up with your work at playtime. Do you remember yesterday you started straight away and got finished? That is what I need to see today. Thank you.'
Consequence 30 seconds	I noticed you're still struggling..... (noticed behaviour) / I noticed that you have chosen to .... I have spoken to you twice. This is the third time. You're going to spend 3 minutes with me at the end of the lesson. Remember when you (reference a time when you noticed positive behaviours). That's who I need to see. Thank you for listening.  Eg: - 'I have noticed you chose to not complete your work. I have spoken to you twice. You are breaking the school rule of being ready to learn. I will now speak to you at playtime for 3 minutes. Thank you.'  *Children could be offered a cool down opportunity for a couple of minutes at this stage e.g., a reset box outside the classroom.
Escalation 30 seconds	<b>*DO NOT</b> describe child's behaviour to another adult in front of the child* If after step 4, the child is not settled to their learning without disrupting the learning of others, the child should be escorted to a safer place to work.  Eg: You are still not ready to learn so have chosen to go to ...(___ class)... to complete your work. We will speak to you at the end of the lesson. Thank you.

<p>Repair and restore</p> <p>3-5 minutes</p>	<p>Restorative approaches teach behaviour. People don't always realise their behaviour impacts on others or themselves. If trust has been broken or behaviour has gone below minimum expectations, then a restorative conversation should take place.</p> <p>The teacher should have this conversation (pick up your own tab). It can often be better done as a walk and talk or whilst doing something else (e.g. drawing) rather than sitting at a table - less confrontational.</p> <p>Following up is critical - consequences are faced, agreements are made for the next lesson</p> <p><b>Nb See appendices for Restorative Conversation template. Complete this and store under child's name / folder in Behaviour / Records of Restorative Conversations folder on network.</b></p> <p>The exact conversation you have will depend on the age and level of understanding of the child. The aim is to restore your relationship, reflect on what happened and agree a plan to improve outcomes. This conversation is not a punishment. It's a chance for teacher and child to build an understanding of each other, for the teacher to coach the child in reflecting and to see themselves as they are, how this impacts others and how they can positively choose to alter their behaviour and outcomes.</p> <p><b>What happened? What were you thinking at the time?</b></p> <p>Child to tell you in their own words. It's powerful for them to have to own the behaviour. If they can't /won't speak then you can say 'maybe I should describe what happened and you can let me know if I'm right.' Simply describe the behaviour, maybe with some speculation about their feelings/thoughts to help model this so they can ultimately do this themselves. Child to admit to their behaviour. Try and keep language neutral and simply descriptive (e.g. you 'took' his bag rather than you 'snatched' his bag)</p> <p>e.g. 'Henry chose to move away from sitting next to you. I wonder if this made you angry. I noticed you then started making noises and rocking in your chair. I saw you take his bag and all the books fell out of it. Maybe you felt frustrated. Is this a fair description of what happened?'</p> <p><b>Who's affected and how?</b></p> <p>Again, child to reflect on how that impact their own learning and that of those around them.</p> <p>e.g. 'I wonder how that affected the learning in the maths lesson?' Child may describe it themselves or you could lead and get their agreement. 'Henry would have found it hard to focus. Maybe you got less done than you could have. The class probably found it unsettling. Does that seem about right?'</p> <p><b>Repair</b></p> <p>Chance to repair the relationship between teacher and child and/or child and affected child.</p> <p>What should we do to put things right? ('pay back' can be used - e.g. tidy the mess, apologise fully, helping someone)</p> <p><b>Make a plan</b></p> <p>'So, what can you do next time to make it work out better for you / those around you?'</p> <p>Child says they'll stop making the noise / damaging the book /shouting etc.</p> <p>Conclude with:</p> <p>'It's really important that you show respect / kindness /honesty / you are a learner here at SPS. It's good to have this time to reflect and think about things. You've shown respect / honesty / kindness / that you are a learner in our conversation today - thank you. This is the (child's name) I like to see - I look forward to seeing this (name) from now on.'</p>
<p>Formal meeting</p>	<p>If behaviour doesn't improve then a formal meeting will be convened with child, adult and member of SLT. A bespoke behaviour plan will be agreed and monitored. Parents will be informed and recorded on My Concern.</p>

We appreciate that some behaviours go beyond the scope of the stepped boundaries above. At Swanage Primary School we consider swearing targeted at another individual, or any form of violence, an extreme behaviour that will be dealt with by immediate consequences. This will include removing the child from the classroom / playground in order to ensure we maintain a calm and safe learning environment for all.

## 9. Behaviour Pathway

<p><b>Minor Behaviours</b></p>	<p>For example:</p> <ul style="list-style-type: none"> <li>- Repeated calling out</li> <li>- Making noises with voice or equipment</li> <li>- Being 'silly'</li> <li>- Being consciously careless with equipment</li> <li>- Not moving sensibly around the classroom</li> <li>- Learning disruption</li> <li>- Low level off-task behaviour</li> <li>- Low level disrespect</li> </ul>
<p><b>Major Behaviours</b></p>	<p>For example:</p> <ul style="list-style-type: none"> <li>- Deliberately hurting another child (not as part of reciprocal rough play)</li> <li>- Swearing / disrespectful language</li> <li>- Spitting</li> <li>- Defiance of an instruction</li> <li>- Deliberate unkindness</li> <li>- Deliberate disrespect</li> <li>- Intentional unsafe behaviour (e.g. throwing furniture/heavy items)</li> <li>- Needing to be removed from a classroom</li> </ul>

### Graduated response

Follow the chance, choice consequence steps outlined above. If this has been unsuccessful, we follow the flowing consequences. Major behaviours jump straight to step 2 or 3 depending on severity;

Miss 3 minutes with teach and restorative conversation with teacher. Consider working space arrangements.

Miss 15 minute of break/lunch and restorative conversation with SLT

Miss 30 minutes of lunch and restorative conversation with SLT

At this point behaviour plans need to be considered.

Internal exclusion for a session

Internal exclusion for a half day or day

External exclusion for a day (cf Exclusion and Suspension Policy). Ensure behaviour log and plan is in place.

Meet with parents and hold re-entry meeting - review behaviour plan

Seek external advice on behaviour support strategies: Follow graduated response pathway for these.

Permanent exclusion

### Physical Attacks on staff

At Swanage Primary School, we take incidents of violence very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with the DfE guidelines on Physical Intervention and Use of Reasonable Force and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on using school systems. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. Children who attack adults may do this for several

reasons but as adults we need to still show compassion and care for the child. However, suspension will be considered to enable exploration of options and the creation of a plan around the child.

### **Reasonable Force:**

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. The use of force may involve either passive physical contact, such as standing between pupils or blocking a child's path, or active physical contact such as leading a child by the arm out of the classroom.

Further details can be found in the DfE publication 'Use of reasonable force: Advice for Headteachers, Staff and Governing Bodies'. Please also refer to CLP Partnership-wide Policy for Behaviour Principles, Reasonable Force and Exclusions. Our primary aim is to consistently promote a positive, calm culture and ethos, where children thrive and wellbeing is key. We will always use de-escalation techniques and alternative strategies specific to the individual needs of the child. Where a child presents a serious risk to the education or welfare to other people or themselves, the school may have to consider internal exclusion or fixed term exclusion. This is always a last resort. Please see CLP Partnership-wide Policy for Behaviour Principles, Reasonable Force and Exclusions.

## **10. British Values**

British Values are integrated into every part of the children's day; We promote them through our ethos and teaching. This promotes positive behaviour, tolerance and respect. All staff, children and visitors must demonstrate respect. At SPS we have zero tolerance for discriminative language, behaviours and attitudes towards any of the protected characteristics (age; being or becoming a transsexual person; being married or in a civil partnership; being pregnant or on maternity leave; disability; race including colour, nationality, ethnic or national origin; religion, belief or lack of religion/belief; sex; sexual orientation). Please see appendices for our classroom British Values poster.

## **11. Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- posing a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

## **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools, promoting the reputation of the school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

- Protection for individual staff and pupils from harmful conduct by pupils when not on the school site.
- The same behaviour expectations for pupils on the school premises, apply to off-site behaviour.

### Sanctions and Disciplinary Action - Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and / or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### 12. Personal property

We actively discourage pupils bringing personal property into school. We ask that parents support the school, in ensuring their children do not bring personal property (e.g. toys / jewellery / personal items) into school unless for a specific purpose, previously agreed with the class teacher.

Pupils are responsible for their own property. All items should be clearly named. It is important that expensive items or money are not brought into school (except where requested by school staff). Where this is essential it should be through prior agreement with SLT and items should be left in the office for safe keeping.

The school does not carry insurance for any loss of pupils' possessions.


Mobile phones are allowed to be brought into school for older children but are not to be used on school property and must be set to silent and handed in to the teacher upon arrival at school. They will be kept safe and returned to children at the end of the day.









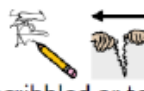

Adults have the right to search children's property if they believe mobile phones have not been handed in, or children may be carrying inappropriate items into school.


Appendix:











Restorative Conversation Prompt:

Through the use of Widgit icons, the children will be supported through a restorative conversation with an adult. The prompt allows for different scenarios but does not cover all. Children, or adults modelling the conversation, can use 'something different' if they need to.

  
What happened?

 hurt someone	 threw something	 broke something	 ran away	 didn't listen
 swore	 used unkind words	 disrupted others' learning	 scribbled or tore my learning	 something different

  
What were you thinking or feeling?

 tired	 bored	 sad	 angry	 scared
 worried	 fizzy	 frustrated	 excited	 something different



Who has been affected?



me



a friend



my class



another child/  
children



teacher



teaching  
assistant



someone in  
my family



another adult



a visitor



someone else



What needs to happen  
to put this right?



talk with  
someone



have thinking  
time



say sorry



tidy or clean  
up



fix something



use kind  
words



finish my  
learning



write it down



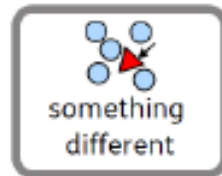
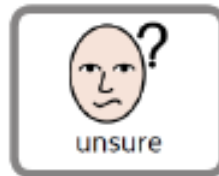
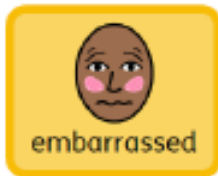
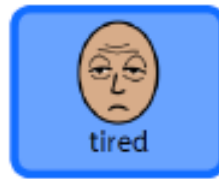
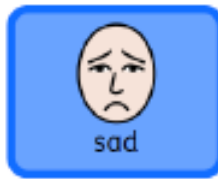
make a plan



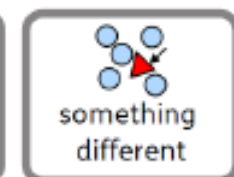
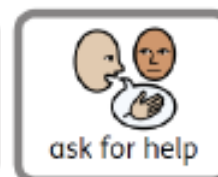
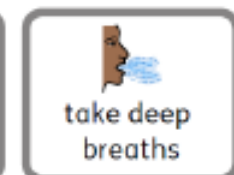
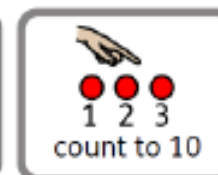
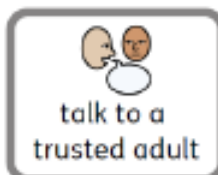
something  
different



How do you feel  
now?



Next time I could...





Incident form.  
Recording Restorative Conversations.

Staff note: Use this form to record the restorative conversation.  
Use widget prompts with children.  
Record for younger children Older children may record themselves when taking reflection time, before the conversation with an adult.

child's name:		adult's name:	
date:		time:	
context: (brief overview_			

question	reflection
<p><b>?</b> What happened?</p>	
<p><b>What were you thinking or feeling?</b></p>	
<p><b>Who has been affected?</b></p>	
<p><b>What needs to happen to put this right?</b></p>	
<p><b>How do you feel now?</b></p>	
<p><b>Next time I could...</b></p>	
notes	



# British Values



At Swanage Primary School we promote British Values through our ethos and teaching. We believe in the key importance of...



## Democracy

Everyone's voice matters: from school council to classroom decisions, we all have a say!



## Rule of Law

We follow the rules: we are ready, respectful and safe. This keeps things safe and fair, helping everyone to enjoy learning together



## Mutual Respect

We are respectful: treat others how you want to be treated. We value everyone.



## Individual Liberty

Be yourself! We respect the freedom to choose and believe, as long as it respects others



## Tolerance

We celebrate diversity! We learn from and respect all cultures, faiths and beliefs.