



July 2026

Positive Relationships & Behaviour Policy

Rationale

At Swansfield Park Primary School we **care** for each and every individual, recognising their **potential** and celebrating their **uniqueness**. Our Behaviour Policy is a key document to support the achievement of this vision.

Everyone in our school community is held with **unconditional positive regard** and at the heart of our practice is a commitment to the **restorative approach** and **nurturing positive relationships**. This supports everyone in our school community to **feel safe, respected** and **treated fairly**.

We recognise that we are all learning and there are times when we make mistakes. We support our children to **take responsibility** and this happens through a process of **regulation, reflection** and **repair**.

Staff at Swansfield take pride in being **positive role models** who consistently support all children with their personal growth and emotional development.

Families are valued and **committed partners** on their children's journey through school.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and Discipline in Schools](#)

[The Equality Act](#)

[Keeping Children Safe in Education](#)

[Supporting Children with Medical Conditions](#)

[SEND Code of Practice](#)

This policy should be read in conjunction with the school's Anti-Bullying Policy.

Roles and Responsibilities

The Academy Council is responsible for:

- Challenging and supporting the headteacher to promote positive behaviour at Swansfield Park
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture of calmness, safety, supportive and positive relationships
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Head Teacher is responsible for:

- Ensuring a learning environment where all children can feel safe and nurtured
- Monitoring and implementing this policy and the behaviour procedures at Swansfield Park. This includes delivering the agreed relational behaviour approaches and monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Providing relevant information with regard to behaviour to the Academy Council.
- Establishing and upholding high expectations of the school community through implementation of The Swansfield Way, ensuring that the agreed actions are followed when behaviour falls short of expectations.
- Sharing this policy in writing with staff and parents / carers at least once a year.
- Making regular reference to the Swansfield Way in communication with all stakeholders so that it is part of everyday school life at Swansfield Park.
- Ensuring that the Swansfield Way home school agreement is shared and understood by all who come into our school community.
- Applying the school's policy on exclusion.

The Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regard to the behaviour of pupils with SEMH difficulties.

The SEND Lead is responsible for:

- Collaborating with the Academy Council, headteacher and the Senior Mental Health Lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the Positive Relationships and Behaviour Policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Supporting parents of SEND children with their individual behavioural needs through regular communication.
- Accessing advice and guidance from extended agencies to support individual children's

positive behaviour management.

Teaching staff are responsible for:

- Planning and reviewing support for pupils who present with challenging behaviours in collaboration with parents, the SEND Lead, professional support services and, where appropriate, the children themselves.
- Aiming to teach all children a rich and vibrant curriculum that will enable them to succeed now and in the future.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits and delivering the agreed relational approach to behaviour management.
- The social, emotional and academic progress and development of the children in their class.
- Taking proportionate action to maintain and restore acceptable standards of behaviour.
- Ensuring that classroom provision is crafted with all learners in mind and strategies are planned and put in place to remove the barriers.

All members of staff, including teaching and professional support staff are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Being a positive role model to all in our school community
- Being alert to children's emotional and behavioural regulation and taking appropriate preventative action
- Setting high expectations for every child.
- Being aware of the needs and support provided to any child with specific behavioural needs.
- Keeping senior staff that they are in regular contact with up-to-date with any changes in behaviour. These include:
 - SEND Lead.
 - Headteacher.
 - Class Teacher
- Implementing the agreed rewards and sanctions as agreed and detailed in this policy.

Pupils are responsible for:

- Exemplifying the Swansfield Way in their behaviour choices, their own behaviour both inside school and out in the wider community.
- Talking to an adult in a timely manner to inform them of unacceptable behaviours.
- Working to secure strategies for self-regulation of behaviours.
- Listening to advice, and working with staff who are helping them to manage their behaviour presentations.
- Adhering to the Swansfield Way.

Parents are responsible for:

- Adhering to the Swansfield Way
- Supporting their child to adhere to the Swansfield Way
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Our School Rules and Values

Our school rules are intentionally few in number and they are displayed prominently around school and referred to regularly.

I will have:

- **Kind words**
- **Kind hands**
- **Kind feet**

And I will:

- **Show my best each day**

Our rules work hand in hand with our school values which call for everyone in our school community to be:

- **Caring**
- **Curious**
- **Courageous**

These values are interwoven in the school curriculum and our daily communication with each other. They are exemplified by book characters within each age phase of our school and referred to regularly in assemblies.

Our school values sit at the heart of our Swansfield Way.

The Swansfield Way

Our children

Ready to Care	Ready to be Curious	Ready to be Courageous
★ about ourselves and others through kind hands, kind feet, kind words ★ about our school environment ★ about doing our best	★ about our learning engaging, listening, exploring, questioning, reflecting	★ challenging ourselves ★ learning from our mistakes ★ trying again ★ taking responsibility

Our Staff

Ready to Care	Ready to be Curious	Ready to be Courageous
★ about ourselves and others ★ about our school environment ★ about doing our best	● about our own continuing learning journey ● about our children's learning, inspiring engaging, listening, exploring questioning, reflecting	★ challenging ourselves ★ learning from our mistakes ★ trying again ★ taking responsibility

Our Families

Ready to Care	Ready to be Curious	Ready to be Courageous
★ about ourselves and others ★ about our school environment ★ about working together to do our best for our children	★ about supporting our children in their learning	★ having ambition for our children and what they can achieve ★ learning from our mistakes ★ taking responsibility

Rights of all members of our school community

Everybody in our school community has rights and we all share a responsibility in upholding the rights of others. These are:

- The right to learn and work in our school
- The right to feel safe
- The right to be treated fairly and with respect
- The right to be listened to
- The right to feel valued, accepted and included

Our Approach to Promoting Positive Behaviour and Relationships

Zones of Regulation

Zones of Regulation is the framework we use to empower children with social and emotionally effective skills to deal with challenges they may face on a daily basis. It encourages children to engage with their emotions and identify self-regulation strategies to help them make positive choices. The basis of Zones of Regulation is taught to all children and is embedded through our PSRHE curriculum and in our daily behaviour management strategies- all emotions are valid and how we respond to these emotions is the important factor. The language of Zones of Regulation is used throughout school to support children to recognise and express how they are feeling, and to support co-regulation in order to 'get back to the green zone'.

Restorative Conversations

Where a child has behaved in a way which is counter to the school rules and values, a restorative conversation may be held between the member of staff dealing with the incident and the child. It is important to note that not all incidents need to be resolved in this way. The atmosphere in a restorative conversation is supportive and reflective rather than a judgmental attack on a child's behaviour. Restorative conversations follow a consistent series of questions and prompts. The scripts are based on a selection of the following questions (not all questions would be asked):

1. What happened?
2. What were you thinking at the time?
3. How were you feeling?
4. Who has been affected?
5. What do you think needs to happen to make things right?
6. What do you need / How can I help?

As part of the restorative conversation, the child is given the opportunity, and supported, to reflect on the impact of their behaviour and how they can make things right. Members of staff will use their own judgement about whether it is appropriate to hold the conversation immediately or if it is better to delay it. For example, the child may require a short period of 'cooling down' time to ensure that the restorative conversation is held when all parties are best placed to benefit from it. Equally, it may not be possible to hold the conversation immediately if this will impact on lessons and learning opportunities. In some cases, and for a variety of reasons, the member of staff who has discovered

the incident may feel it is more appropriate to refer the child to a colleague who will follow the same consistent script.

Language and Strategies to Support Positive Behaviour

Staff will always respond to poor behaviour calmly and endeavour to do this privately when challenging or redirecting inappropriate behaviour. For example:

- By using clear, simple and non-threatening language:
“I wonder”, “I imagine”, “I notice”
- By giving directed choices (no more than two) which encourage children to take the positive choice and minimises cognitive overload at a time that they may be overwhelmed.
- By replacing “please”, a request which can be denied, with “thank you”, a non-aggressive command
- By giving time and space, where necessary for children to put in place what has been requested
- By the use of sensory tools and spaces to encourage regulation
- By giving a change of face or place to support regulation

Staff use their professional judgement and knowledge of individuals when applying the systems in order to make this most effective.

Rewards

We recognise that our children routinely follow our expectations for behaviour through adherence to our school rules and our **Swansfield Way** and we want to ensure that they are regularly rewarded for this.

Rewards can be made in the following ways:

- Verbal praise and shining a light upon the positive behaviour witnessed
- Stickers, Smilies to contribute to castle total and School 360 points
- Reward Boards
- Star of the Week certificates - given out in assemblies and names shared in weekly Head Teacher Blog
- Gold Certificates - termly, one per class given out in end of term assembly. Names shared in newsletters
- Castle end of term treats
- Postcards home
- Giving of responsibility

Step by Step System to Support Positive Behaviour

For minor and low-level disturbances within the classroom, at transitional points and during recreational times

Examples may include: Irritations, minor fall-outs, low level name calling or unkind words, interrupting, failure to complete tasks to best of ability, failure to follow instructions, failure to respect the personal space of others

When we see examples of behaviours such as these, then the following steps are followed:

A light is shone, where appropriate, on children who are displaying the expected behaviour
A reminder of the expected behaviour (where possible, this is done quietly and privately and children are given time, where appropriate, to process the communication from adults)
A warning that 'time out' will be given if the behaviour continues
Initial consequence: Time out (If the negative behaviour occurs during playtime/lunchtime, the child's class teacher will be informed)

Following a period of time out, if the child regulates and readily shows an understanding and acceptance that they have not made the correct choice for their behaviour, then they should be supported to address any harm they may have caused. This should include an apology. The child can then return to classroom / playtime / lunchtime activity.

If the child is unable to regulate, repair the harm or if the same negative behaviour continues over the course of a few days:

The class teacher may implement a further consequence as appropriate: <i>Missing a period of the next playtime / lunchtime</i> <i>Restriction on contact with identified children during playtime / lunchtime</i> <i>Restriction on the the space that can be accessed during playtime / lunchtime</i> <i>Removal from the classroom for a period of time (children should not be unaccompanied in the corridor but removal to a paired classroom may be used)</i>
A member of SLT may be called and implement a further consequence as appropriate: <i>A report card to address an aspect of unacceptable behaviour that will be monitored by SLT for a time period of 1 week</i> <i>School community service</i> <i>Temporary exclusion (if low level disturbances continue over a longer period of weeks/months)</i> Intervention by SLT will mean that a child's parents/carers will be informed at the end of the school day

For Negative behaviour that is of a serious nature

There are some behaviours that we consider serious in nature and as such, a consequence will be implemented without a prior warning to amend the behaviour. These serious behaviours are:

- **Deliberate aggression towards others or property (including hitting, kicking, biting and persistent play fighting)**
- **Swearing**
- **Use of language that is not respectful/acceptable to another person with a protected characteristic**
- **Bullying**
- **Repeated refusal to follow instructions/requests given by an adult**
- **Stealing**

When we see examples of these behaviours the following action will be taken:

A period of 'time out' will be given to ensure that the child can regulate ahead of beginning to repair the harm
The child's class teacher and a member of SLT will be informed
The child's class teacher or member of SLT will support the child to repair harm through a restorative conversation
A consequence will be given by the class teacher or member of SLT <i>Missing a period of the next playtime / lunchtime</i> <i>Restriction on contact with identified children during playtime / lunchtime</i> <i>Restriction on the the space that can be accessed during playtime / lunchtime</i> <i>Removal from the classroom for a period of time (children should not be unaccompanied in the corridor but removal to a paired classroom may be used)</i> <i>A report card to address an aspect of unacceptable behaviour that will be monitored by SLT for a time period of 1 week</i> <i>School community service</i> <i>Temporary exclusion</i> <i>Permanent exclusion</i>
The child's parents carers will be informed of the poor behaviour

Supporting Well-Being

As part of our commitment to supporting the well-being of children at Swansfield, The Thrive approach is used across school to support children to recognise, talk about and manage their emotions. Thrive sessions may be used for small groups and individuals and can be used as an opportunity to 'unpick' situations where poor behaviour choices have been made.

Thrive is delivered by trained Thrive Practitioners who maintain their registration annually through regular CPD.

In addition to this, The ELSA approach may be used to support children to verbalise their concerns and worries. We work on the principle that all behaviour is communication and we want to ensure that our children are equipped with the verbal skills they need to communicate effectively and safely.

Temporary and Permanent Exclusion

At Swansfield Park Primary School, we view exclusion as the very last resort and aim to work with parents and external agencies to avoid this option as far as possible, whilst at the same time considering and ensuring the safety and wellbeing of the rest of the school community. The school follows the most recent national guidance on exclusions. We refer to this guidance in any decision to exclude a child from school and liaise with the Local Authority's Inclusion Team.

Only the headteacher has the power to exclude a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year.

In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

The reasons for a suspension may include:

- Physical harm or verbal abuse to another child
- Persistent racist behaviour
- Actual serious damage to school property
- Assault or verbal abuse to staff
- Persistent disruptive behaviour to peers in class (preventing learning taking place) or at playtimes for which all other methods of reforming of attitude have been exhausted
- Any involvement with drugs
- Carrying or bringing into school what constitutes an offensive weapon, something which can cause harm to another person (e.g. screwdrivers, knives/penknives, nails, baseball bats etc.)

The exclusion procedure is laid down by specific guidelines and includes informing the child's parents, Chair of AC and LA. The Northumberland County Council agreed Exclusion Policy will be followed.

A permanent exclusion may result from:

- Serious physical harm to another child
- Abusive, threatening or violent behaviour towards a member of staff
- Continuous disruption to the learning of others, which seriously impinges upon the learning of peers
- Uncontrollable rages which could, potentially, put others in danger.

There may be other instances in which this sanction becomes necessary but the school would undertake to have a dialogue with the Local Authority before taking any such action relating to permanent exclusion.

Depending on the type of exclusion, in most cases, parents have the right to make representations to the academy committee. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days of a permanent exclusion. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Use of Restrictive Interventions and Reasonable Force

All staff in Swansfield Park Primary School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being. Our policy on the use of restrictive intervention and reasonable force is part of our overall behaviour and pastoral care procedures.

Legal Framework

The DfE 'Restrictive interventions, including use of reasonable force, in schools' Guidance for schools in England 2026 allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions, where reasonable, proportionate and necessary to ensure the safety of children.

The right for school staff to use reasonable force is further set out in the DfE document Behaviour in Schools, which states that members of staff have the power to use reasonable force to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It should be avoided where possible.

Reasonable minimal force must be a matter of personal judgement. All teachers have a professional 'duty of care' within their job description, which is underwritten by the Department for Education's Teacher Standards.

Staff who are **likely to need** to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

Communicating the school's approach to the use of force

DFE guidance states:

- Schools do not require parental consent to use force on a pupil
- Schools should not have a 'no contact' policy.
- There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupil from causing harm.
- There are circumstances when it is appropriate for staff to have some physical contact with pupils, which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstances, but examples of occasions when physical contact is generally appropriate include:
 - to administer first aid
 - to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
 - to comfort a distressed pupil

Determining when the use of restrictive interventions is appropriate

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation and assess whether a restrictive intervention is likely to successfully reduce the relevant risks.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.

- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.

NB: This list of factors is not exhaustive, and staff should also take into account other relevant considerations.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. We will always look to minimise the need to use restrictive interventions, such as through prevention, de-escalation, and approaches for individual pupils.

Whole-school measures include:

- consideration of how the school and classroom environment can support all pupils to achieve and thrive
- sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- training staff in effective communication strategies, such as using an appropriate tone of voice and empathy to aid de-escalation
- development of working staff-pupil relationships and trust
- recording and analysing data on the use of restrictive interventions to inform improvement planning and individual risk assessment/support plans

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for “legally prohibited items.”

Searches will be conducted in line with the statutory Searching, Screening and Confiscation in Schools guidance - linked [here](#).

Risk assessment/support plan

Some children with SEND or additional needs may require an individual risk assessment/ support plan/ behaviour plan/ positive handling plan. This will be communicated to parents/carers and reviewed and updated accordingly. We will attempt to reduce risk by managing:

- The environment, including reducing stimuli or triggers that may be causing stress
- Staff approaches including
- Body language
- Communication
- De-escalation strategies
- Medical factors, if relevant

Where there is an identified risk, such as an increased likelihood of the need to use reasonable force and/or other restrictive interventions, we will have a specific risk assessment/plan in place and, where possible, to mitigate risks such as through staff training and prevention strategies.

Reporting and recording

Statutory guidance states that those with a governance responsibility must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

We will contact parents/carers to share incidents as appropriate and for every significant incident (statutory). This includes when physical force is used to implement a non-physical restrictive intervention. Parents/carers should be contacted as soon as possible following a significant incident, and the incident should be explained to them. This action will also be recorded.

In deciding what a serious incident is, school leaders will use their professional judgment and consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

A report of the incident made to parents should include the following details as a minimum:

- The time, date, location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary in that instance
- A brief account of what type of force was applied, and the degree of force
- The details of any physical injuries sustained, if applicable

The school will communicate this verbally wherever possible and follow up in writing (statutory) via email. This includes any child who required seclusion or restraint as part of a behaviour support plan or risk assessment.

Where necessary and appropriate, we will invite parents/carers into school to discuss significant incidents so that we can look at any potential warning signs/triggers or actions that may be done differently in the future.

Staff will record all incidents of reasonable force in accordance with school procedures and report these to the Headteacher.

Seclusion

We may use seclusion as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving.

NB: Seclusion will not be used by staff through the threat of punishment.

The place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting'.

Pupil and staff support

As a school, we will evaluate all incidents involving restrictive intervention and seclusion as soon as practicable after an event to understand why it was used and the impact on pupils and staff. We will also look for any patterns or trends and identify how the use of restrictive interventions may be avoided in the future.

If appropriate, the pupils and staff members involved should receive a medical assessment and treatment for any injuries as soon as possible. Injuries will be recorded in line with our Health and Safety policy.

The school will also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation will be part of the debriefing process and will look to understand what happened during the incident and why. This will aim to bring closure to the incident.

As a school, we will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Staff Development

Staff should be equipped with the skills necessary to understand and manage pupil behaviour effectively. Training and coaching are both vital elements of a high-quality professional development programme.

We will provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour through training programmes, specialist advice and learning from more experienced staff.

Policy Adopted by Academy Council: July 2025		
Policy reviewed	July 2026	Changes to use of Restrictive Interventions and reasonable force
Date of next review	Summer 27	