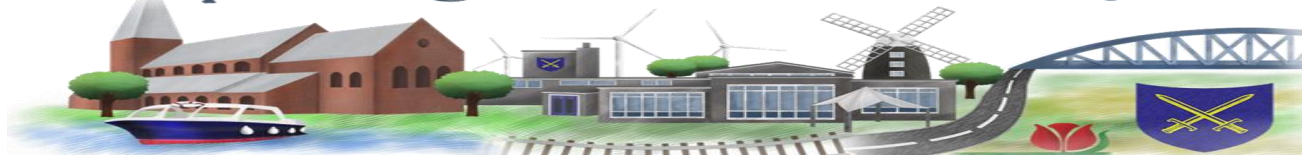


Spalding St Paul's Primary



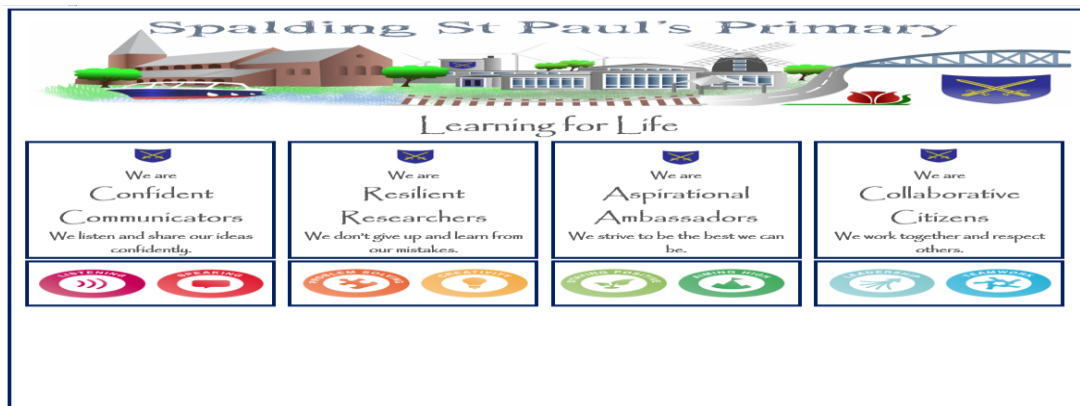
Behaviour Policy

Date of Policy	Review Date	Policy Written by:	Date Shared with Staff	Date Shared with Interim Executive Board
June 2024	No later than one year following publication of the policy	Mrs Selina Ratchford (Headteacher) Miss Katie James (Assistant head / SENCo)	September 2023	September 2023

Behaviour and Attitudes

At Spalding St Paul's Primary School, we have high expectations for behaviour, for learning and conduct. We believe that positive attitudes and mutual respect between adults, children and their parents leads to a harmonious learning environment where everyone feels safe, happy and valued in order to safeguard the physical and mental wellbeing in all the school community. We recognise the significant impact that positive behaviour can have on children's overall progress and attainment.

The aim of our behaviour policy is to provide a clear framework for pupils, for parents, all staff and any other persons working in our school community, to enable a consistent and effective approach to behaviour management at Spalding St Paul's Primary School. To achieve our aims, we all recognise the importance of following rules, developed from our School Values.



Our School Rules

Using our key values we set out clear rules, rewards and sanctions that will be applied and understood consistently.

Confident Communicators		We listen and respect the views of others.
		We use kind words to each other.
Resilient Researchers		We are responsible for our behaviours and know that our behaviour impacts on other.
		We treat other as we want to be treated ourselves.
Aspirational Ambassadors		We can identify positive and negatives feelings in ourselves and know how to deal with negative feelings.
		We show our best behaviour at all times and are proud of our school.
Collaborative Citizens		We know our responsibilities in school and lead by example.
		We work well with others by behaving appropriately.

Our whole School Rules, based on our School Values, are clearly displayed around school and regularly referred to when reviewing both right and wrong choices made by the children.

Positive Behaviour

Children will follow our values

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward by following our school values. This is for all children.

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice.

Curriculum

From the earliest learning in the school, the structure of the curriculum will support the school behaviour expectations and protocols.

A strong and sequential PSHE and RHSE curriculum will allow all children to explore developmentally appropriate issues across the school, giving them the skills to be able to structure questions and support their feelings and mental health.

This will also teach from the earliest years about respect and consent – at a developmentally appropriate level. Children will learn about the protected characteristics and about the school expectations for how they celebrate inclusion and diversity.

The curriculum itself promotes enquiry skills, with children having opportunities through all subjects to investigate, test hypotheses and use their reasoning skills. They will learn strong learning behaviours, where the curriculum engages and stimulates interest and really keeps the children focussed on their learning.

Positive behaviour / Rewards

Quality First Teaching

Quality First teaching ensures all children have access to high quality and inclusive teaching for every child in a classroom. The class teacher will build positive relationships with the children in their class and encouraging higher expectations through higher levels of support for all children to succeed in their education achievements.

Quality First Teaching promotes achievement by: creating a safe happy environment for learning; promoting independent learning; having high expectations for all and sharing clear expectations; engaging and motivating learners; empowering learners to take responsibility for their own learning and progress; developing resilience through supported risk taking.

Positive praise from staff

Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising. Positive language focuses on how much pupils have improved rather than expecting perfection. At times staff may follow up positive praise by rewarding DOJO points in class.

Class Dojo

We use Class Dojo to reward the children with Dojo Points for demonstrating our school rules and values. Points are collated and the children are able to purchase a reward from the Dojo Shop once they have saved their points– or save them for a bigger reward the following term.

Lunchtime supervisors can award lunchtime Dojo cards. The lunchtime Dojo cards are added to the Dojo box and a ticket is selected in Thursday assembly. The child who's ticket is selected gets to sit on the Golden Table at the end of each term.

Celebration Assembly

Every week, children from each class will be awarded the Headteacher Award. These will be chosen by the class teacher for children who are demonstrating one of our core values. We also celebrate tidiest classroom, lunchtime supervisor award, Eco award and citizen of the week awarded by our mini police.

Good Work

Good work is always celebrated in class but if a child does an exceptional piece of work they will be able to show this to the headteacher/ SLT who will reward the work with a sticker. Outstanding pieces of work will get to go on the 'Learning for Life' wall.

Hierarchy of Sanctions

There will be a simple escalation of warnings through this system, using very specific language that will enable all learners to understand what is being asked of them. The fundamental underlying principle is that children will always be encouraged to understand the choices they are making regarding their own behaviour, how they can make the correct choice and the consequences of both decision courses.

Sanctions

Stage	Sanction	Typical but not exhaustive behaviours warranting such a sanction
Stage 1	<p>-Verbal warning (restorative conversation)</p> <p><i>Speak directly to the child using their name. Describe the piece of behaviour that is unacceptable and give them a warning that they need to make the choice to stop. i.e. 'Jack, I can see that you are chatting to Elle next to you and you are stopping her from learning. This is your first warning, I would like you to stop and get on with your own work quietly please.'</i></p> <p><i>It is fundamental to the system that children understand that at this stage they have the ability and 'power' to stop the progress of the warnings by making the right choice with their behaviour.</i></p> <p><i>If the child does choose the right behaviour choice, then this should be recognised verbally by the adult to reinforce the choice. I.e. 'Jack – I can see that you have made a good choice – I really like how you are sitting now – well done.'</i></p>	<p>Low level unwanted single event behaviour, which could include the following:</p> <ul style="list-style-type: none"> • Lack of effort towards class tasks • Refusal to follow instructions • Distracting others • Calling out • Rudeness • Lack of respect shown • Unkind to others • Running away / hiding from an adult
Stage 2 In class support	<p>The class teaching assistant/ Midday supervisor will sit with the child for 5-10 minutes to support them getting back on track with their learning.</p> <p><i>Speak directly to the child using their name. Describe the piece of behaviour that is unacceptable and remind them that they now need someone to sit with them to help them get back on track with their learning.</i></p> <p><i>The TA will monitor and support ways to get the child back on track by looking at any reasonable adjustments that may be needed to the classroom provision.</i></p> <p><i>As with the Stage 1 warning, it will be the expectation that the child will then make the correct behaviour choice. When they do, it must be recognised by the adult and positive reinforcement by appropriate praise as above where the child is named and their behaviour recognised so the child is in no doubt that their choice has been seen, recognised and appreciated.</i></p>	<p>Continued low level unwanted behaviours.</p> <ul style="list-style-type: none"> • As above
Stage 3 In class support	<p>Child misses 5 minutes of break time.</p> <p><i>Speak directly to the child using their name. Describe the piece of behaviour that is unacceptable and remind them that they have had 2 warnings and now there is a consequence for their behaviour.</i></p> <p><i>The child will now miss 5 minutes of their break to reflect on behaviour with the class teacher.</i></p> <p><i>It will be the expectation that the child will then make the correct behaviour choice in the next lesson. When they do, it must be recognised by the adult and positive reinforcement by appropriate praise as above where the child is named and their behaviour recognised so the child is in no doubt that their choice has been seen, recognised and appreciated.</i></p> <p>CPOMS will keep a record of Stage 3 In Class Support given, to monitor behaviour patterns and consistency of application of the strategy.</p>	<p>Continued low level unwanted behaviours after support has been offered.</p> <ul style="list-style-type: none"> • Lack of effort towards class tasks • Refusal to follow instructions • Distracting others • Calling out • Rudeness • Lack of respect shown • Unkind to others • Hurting others • Persistently Running away / hiding from an adult
Stage 1 Pastoral Support	<p>The member of staff dealing with the incident will call over the radio Stage 1 Pastoral support needed and what year group (do not mention the child's name).</p> <p>A member of the Pastoral support team will come and sit with the child for 5 – 10 minutes and support them to get back on track with their learning.</p>	<p>Not responding to staff in class following stage 2 and 3 support.</p> <p>Continued low level unwanted behaviours.</p> <ul style="list-style-type: none"> • Lack of effort towards class tasks • Refusal to follow instructions • Distracting others • Calling out • Rudeness • Lack of respect shown

Incidents and sanctions are recorded on CPOMS.

	<p><i>Speak directly to the child using their name. Describe the piece of behaviour that is unacceptable and remind them that they now need someone sitting with them to get them back on track with their learning.</i></p> <p><i>The Pastoral Support member will monitor and support ways to get the child back on track by looking at any reasonable adjustments that may be needed to the classroom provision.</i></p> <p><i>It will be the expectation that the child will then make the correct behaviour choice, using the support given. When they do, it must be recognised by the adult and positive reinforcement by appropriate praise as above where the child is named and their behaviour recognised so the child is in no doubt that their choice has been seen, recognised and appreciated.</i></p> <p>CPOMS will keep a record of stage 1 pastoral Support warnings given, to monitor behaviour patterns and consistency of application of the strategy.</p> <p>At the end of the day the class teacher and the pastoral support member will meet to discuss the strategies in place to support the child in the future.</p>	<ul style="list-style-type: none"> • Unkind to others • Hurting others • Persistently Running away / hiding from an adult
<p>Stage 2 Pastoral support</p>	<p>The member of staff dealing with the incident will call over the radio Stage 2 Pastoral support needed and what year group (do not mention the child's name).</p> <p>A member of the Pastoral support team will come and sit with them out of the class to reflect on their behaviour (fill out a reflective behaviour chart). They will then return to the classroom and work with the child for 5-10 minutes and support them to get back on track with their learning.</p> <p><i>Speak directly to the child using their name. Describe the piece of behaviour that is unacceptable and remind them that they now have a red card and will be removed from the classroom to reflect on their behaviour with someone from the pastoral support team. Remind the child that their parents will be informed of their behaviour. Once the behaviour has been reflected upon the child will return to the classroom and be supported to continue with their work.</i></p> <p><i>It will be the expectation that, using some of the strategies put in place for the child, they will then make the correct behaviour choice. When they do, it must be recognised by the adult and positive reinforcement by appropriate praise as above where the child is named and their behaviour recognised so the child is in no doubt that their choice has been seen, recognised and appreciated.</i></p> <p>CPOMS will keep a record of stage 2 pastoral support warnings given, to monitor behaviour patterns and consistency of application of the strategy.</p> <p>Class Teacher or Pastoral Support member will speak with parents at the end of the day</p>	<p>Not responding to staff in class following stage 3 support</p> <p>Continued low level unwanted behaviours.</p> <ul style="list-style-type: none"> • Lack of effort towards class tasks • Refusal to follow instructions • Distracting others • Calling out • Rudeness • Lack of respect shown • Unkind to others • Hurting others • Persistently Running away / hiding from an adult
<p>Serious Incident</p>	<p>The member of staff dealing with the incident will send for a member of SLT to support with the behaviour</p> <p>The following consequences will be decided and agreed at the SLT discretion:</p> <ul style="list-style-type: none"> • No playtime • No lunchtime • Work in isolation 	<ul style="list-style-type: none"> • Persistent aggressive shouting • Directed, offensive language • Aggressively hurting another person intentionally • Fighting • Stealing • Damage to school property • Aggressively throwing furniture or objects • Repeated and intentional hurtful behaviour • Child on child abuse

	<p><i>Parents will be informed at the end of the day</i></p> <p><i>* This stage could lead to the stages below following the outcomes of meetings and reviews of evidence.</i></p>	
<p>Internal Suspension</p> <p>Child will have an explanation of why they are not in class, teacher will prepare a timetable of work for them to be completed out of the classroom (this will be a formal procedure and paperwork will be sent home to parents but is not legally a suspension. Suspension legislation and guidance do not apply).</p>		<p>Serious single incident</p> <p>Behaviour that is significantly impacting on the learning of others</p> <p>Serious harm to another person</p>
<p>Suspension</p> <p>Guidance on the procedure for excluding a pupil can be found in the DfE document 'Exclusion from maintained schools, Academies and pupil referral units in England 2017'. Schools are required to report details of all suspensions to the LA (including lunch-time suspensions)</p>	<p>Serious single incident usually where the physical or emotional safety of other children or staff is a concern.</p> <p>A decision to suspend a pupil permanently will only be taken:</p> <ul style="list-style-type: none"> -In response to a serious breach or persistent breaches of the school's behaviour policy; -where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. <p>Actions that we consider harmful:</p> <ul style="list-style-type: none"> • If a pupil brings a weapon in to school, uses a weapon or threatens to use a weapon; • If a pupil uses or threatens to use sexual violence; • If a pupil uses behaviour that threatens or endangers another pupil; • If a pupil uses behaviour that threatens or endangers any member of staff; • If a pupil persistently bullies another child; • If a pupil uses persistent foul, derogatory or prejudicial language or behaviour towards another child or adult in the school; • If a pupil shows persistent disruptive behaviour in class that leads to a disruption in learning for others 	
<p>Permanent Suspension</p>		<p>In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.</p>

Addressing violent behaviour

Violent behaviour is never acceptable. This is both physical and verbal violence (i.e. threats and intimidation). This also includes the possibility of sexual violence or threatened sexual violence. However, a pragmatic approach needs to be taken if the incident was a low-level playground 'scuffle' or a possible vexatious complaint. When violent behaviour is suspected, seen or reported, then an investigation must happen immediately and a senior staff member will be involved.

- An assessment will be made immediately as to the severity of the incident and the intent of the perpetrator. This will take into consideration the age and cognitive understanding of all parties.

- Any first aid must be administered immediately by a separate adult to ensure injuries are dealt with without delay.
- The views of all parties involved will be sought to verify what, where and when.
- Senior leaders are responsible for deciding on sanctions and follow-up actions and this will depend on the severity of the incident.
- All discussions, allegations and subsequent actions will be logged (on CPOMS) – timed and dated and assigned to key staff as soon as humanly possible after the incident, with all necessary follow ups logged as further actions or information is available.
- If there are any concerns regarding signs of abuse and a child is ‘acting out’ then the DSL will be informed and the appropriate action taken.
- Parents of all parties will be informed.
- The school will follow up where necessary with preventative work to teach children about the impact of violence or how to control their feelings through PHSE curriculum provision.

Preventing Bullying

Bullying is defined in our setting as any behaviour that is undertaken with the express intent to hurt another person physically or mentally. This may include (but this list is not exhaustive):

- name-calling
- racist and sexist behaviour
- making threats
- making people feel small
- hurtful remarks and personal comments
- dares – making someone do something they do not want to
- whispering about others
- laughing at a hurt or upset person
- preventing someone getting help
- ignoring people and leaving them out
- mocking differences
- damaging work or belongings
- hiding belongings
- pressurising children to join in inappropriate behaviour
- other behaviour that makes someone feel unhappy.

Our whole school curriculum provision from Nursery through to Y6 will have a strong focus on:

- Setting clear expectations for behaviour, what is unacceptable and why.
- Teaching children what bullying actually is, in all its forms – so they can recognise when it is happening to them or when they might actually be doing it themselves! This includes in real life as well as in the online world.
- Spotting the signs of bullying in others – so they can help and support their friends;
- How to have the confidence to tell someone or support someone else to tell if it happens to them;
- A curriculum that emphasises strong teaching of respect and tolerance, having clear school values that celebrate diversity and differences between us and encourage children to share these values.
- Training for staff to spot bullying, tackle the perpetrators through the agreed school protocol and support the victim/s with restorative programmes.

We recognise (reference the Ofsted survey report ‘No Place for Bullying’ June 2012) that evidence indicates that there are groups of pupils who are bullied disproportionately. These include disabled pupils and those who have special educational needs, and pupils who are, or are perceived to be, homosexual or have protected characteristics. We will ensure vigilance to check and monitor the experience both at school and in the wider world (including online) to make sure this is not happening for these groups of pupils. The report highlighted that although staff may not see bullying, it may be happening so good communication and trust with children is essential. Staff must always be aware of

the contextual use of language around the school, on the playground and in cloakrooms etc, monitoring and checking that children know where the boundaries are between banter and behaviour that makes people feel threatened or hurt. PHSE lessons will support children to understand where the boundary exists and that might be in different places for different people. This learning will only be secure when adults model and tackle every time the boundary is crossed.

If bullying is suspected, seen or reported, the following system will be in place:

- Senior leaders with responsibility for behaviour and welfare will be notified as soon as possible
- A record will be started on CPoms by the person who raises the concern
- Named lead adult will undertake an investigation and talk to the individuals involved. All discussions and actions logged on CPoms; If the incident is related to any form of race/hate relating to the protected characteristics, this will be dealt with according to the school's protocol
- An appropriate sanction will be applied dependent on the circumstances and findings of the investigation. Children who are found to be bullying will always have a sanction applied and this will be relative to the nature of the incident. All decisions and actions added to the ongoing record. This may involve exclusion according to the criteria set out in this policy
- Parents of all the children involved will be informed and kept up to date with any investigation.
- Leaders will share information and data around bullying with the Trust and the Local School Board to check for any underlying patterns or safeguarding issues that it might spotlight.
- The school will follow up on incidents of bullying with curriculum support through PHSE, RHSE work around positive relationships and assemblies. This work will be pitched at the appropriate age group for the children.

Bullying records:

All incidents of bullying will be recorded on the school's CPoms system. This will include as well the actions that were taken at the time of the incident, during the investigation and following up afterwards to ensure actions were effective and had the impact required. Analysis of data and records will be undertaken by senior leaders to highlight any patterns or underlying issues that may underpin the behaviour. Leaders will share this information with the Local School Board and Trust central team.

Tackling hate behaviour

Spalding St Paul's primary School has a six-point approach to tackling hate behaviour – this is any behaviour that is prejudicial against people with protected characteristics.

We will ensure that we:

- Acknowledging the problem.
-We will make sure that we call this behaviour what it is and as well as challenging the more obvious name calling and violence, the lower level incidents will also not be tolerated i.e. challenging the culture of 'banter' that might appear to be using homophobic or racist language in fun where it is assumed that the victim enjoys the 'ribbing' or is compliant with this in order to fit in.
- Securing a commitment from all senior leaders.
At Spalding St Paul's Primary School there is a strong vision, ethos and drive from senior leaders to tackle homophobic and transphobic conduct and language as well as understanding how we can develop respect and understanding by teaching children about the protected characteristics. •
- Training for all staff.
All staff will be involved and receive the same training. This means that lunchtime staff, site managers, learning mentors, teaching assistants and staff working in the front-of-house office will all know school policies and procedures and how to recognise, challenge and record this type of behaviour. As a result, staff will become knowledgeable and confident about this aspect of their work.
- Updating policies and procedures.
All policies will be reviewed and updated regularly to ensure that they included lesbian, gay, bisexual and transgender (LGBT) pupils and, importantly, adults. Systems to safeguard pupils, such

as training for the designated officer for child protection, and policies will ensure that staff had a good level of knowledge about tackling prejudice-based bullying.

- Tackling homophobic and transphobic language strongly.
We will always aim to ensure that any use of such language, such as 'gay' as a derogatory term, was recorded and followed up. Incidents will be taken seriously and we will ensure that they can be reported anonymously to protect the pupils. Incidents will be measured and evaluated frequently. Similarly, any attitudes seen or suspected that are negative towards those with protected characteristics will be followed up and staff will work with pupils to change their perceptions. We will be fearless in tackling prejudice-based behaviours and we will include parents and carers, Local School Board and the community in helping to combat poor behaviour.
- Developing the curriculum to ensure we teach children about the protected characteristics.
We aim to review our curriculum and systems to ensure that it can meet the needs of learners who need to be prepared for life in modern Britain. We will ensure that staff do not make assumptions about pupils' families and we include references to same-sex couples and families. We will aim to ensure that lessons, books and topics covered all strands of diversity including sexuality and gender identity. We will use role models and resources provided by external organisations to create an inclusive culture within our school. Displays, posters and information to visitors will ensure that everyone entering the school knows about its values of respect for all forms of diversity. We will not single out sexuality or gender identity but ensure that the curriculum covers all types of diversity.

Child on Child abuse

Allegations of Child on Child abuse are all investigated in line with the Child on Child Abuse Policy and recorded on CPOMS system.

Supporting children in school with their behaviour.

We believe that children deserve a "fresh start" every day and that consequences incurred during one day should not, where possible, be carried over to the next day. However, we acknowledge this might not always be viable. For example, if an incident occurs during an afternoon session, the sanction could take place the following day. From time-to-time, teachers will remind the whole class that every day is a new day and a chance to do even better than the day before. No sanctions should carry over more than one school day.

Behaviour Management Plan

At time to time we have children who require additional and personalised support with their behaviour, in these circumstances we will put together a Behaviour Management Plan with staff and parents. The processes above may not work for the child therefore the Behaviour Management Plan will supersede. This plan will be made up of information gathered at the analysis stage and will include tailored provision, intervention and adjustments to aid the removal of any barriers to learning. Any additional support that has been agreed and implemented will be reviewed and evaluated.

When putting a Behaviour Management Plan together teachers and staff working with the pupil will work alongside the Inclusion Lead or SENDCo and seek input from parents / carers who will be expected to be involved in the setting and reviewing outcomes and provision.

Special Educational Needs

When managing children on the Special Educational Needs register, staff will take extra care in monitoring and administering reasonable adjustments to support children to reach their full potential academically and socially. We aim to make reasonable adjustments to assist the pupil with additional needs, therefore there will be a clear process that will be followed to prevent discrimination and promote equality and inclusion (See SEND policy for more information)

Pastoral Support Plan

Following the Lincolnshire pathway, we sometimes need to put in place a Pastoral Support Plan where there is an identified need of risk of exclusion. This is following the Lincolnshire Ladder Behaviour Process.

CPOMS

CPOMS is used as a software application for monitoring child protection, safeguarding, pastoral and welfare issues.

Working alongside the school's existing safeguarding processes, CPOMS is a system to help with the management and recording of any of our behaviour issues in school.

Every member of staff across the school has an obligation to report any concerns which they may have. With their own individual logins, CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupil groups for parent meetings, governor meetings or Ofsted.

Senior leaders have a separate login, that allows them to oversee the incidents that have occurred during the day and what actions have been taken as a result.

Use of reasonable force

In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Only staff members who have received Team Teach training will be able to use physical intervention. Please see the school's Positive Handling Policy (The use of physical intervention). See also Government guidelines: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Suspension System

Fixed term and permanent suspensions:

We do not wish to suspend any child from school, but sometimes this may be necessary. The school therefore has adopted the standard national list of reasons for suspending a child and the standard guidance, called "Suspension from maintained schools, Academies and pupil referral units in England" (DfE, 2017). We follow the guidance within this booklet.

Only the Headteacher has the power to suspend 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 suspend a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent suspension, if the circumstances warrant this.

If the Headteacher suspends a child they must inform the parents or carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Local School Board. The school informs the parents or carers how to make any such appeal. The parents are also informed of the date and time of the 'reintegration meeting', which takes place on the first day back to school following a fixed-term exclusion. It is expected that a parent / carer attends this meeting with their child.

The Headteacher informs the LA and the Local School Board about any permanent exclusion and about any fixed-term exclusions, and also the Out of Schools team to receive additional support and advice.

The Local School Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Local School Board has a discipline committee, of which three will be selected to form a committee. This committee considers any suspension appeals on behalf of the Local School Board. When the discipline committee meets to consider a suspension, they consider the circumstances under which the child was suspended, consider any representation by parents/carers and the LA and consider whether the child should be reinstated.

If the Local School Board discipline committee decides that a child should be reinstated, the Headteacher must comply with this ruling.

Where the discipline committee has upheld a permanent suspension, the parents may appeal against its decision; the appeal must be made before the 15th school day after the day on which the parent was given notice in writing of the Local Board's decision. An independent appeals panel appointed by the Local Authority would hear this appeal.

Searching, screening and confiscation at school

There may be times when it is necessary to search pupils or confiscate things from their possession. Spalding St Paul's Primary School follows The Department of Education guidance which can be found at [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Closing statement

At Spalding St Paul's Primary School, we want everybody to learn skills for life.

Parents are asked to work in partnership with the school and support the implementation of the behaviour policy. We value the support and co-operation of parents in building a framework for the social education of all our children.