Spalding St Paul's Primary
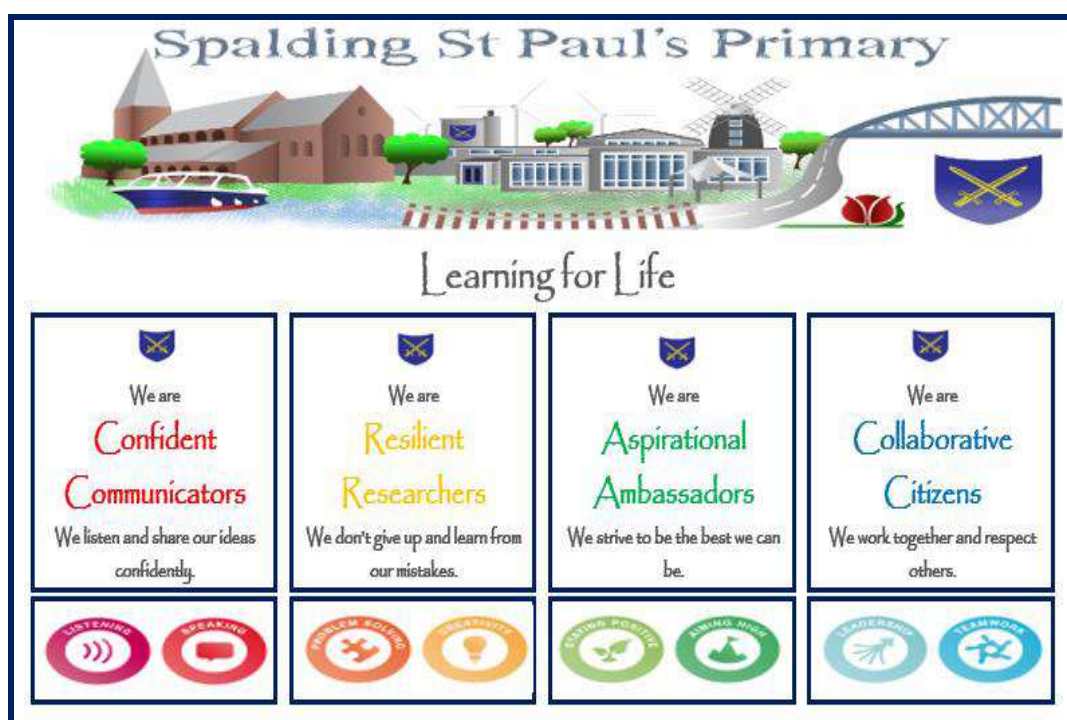
Behaviour Policy

Date of Policy	Review Date	Policy Written by:	Date Shared with Staff	Date Shared with Local School Board
September 2025	No later than one year following publication of the policy	Mrs Selina Ratchford (Headteacher) Mrs Katie Gray (Assistant head / SENCo)	September 2025	September 2025

Contents

1. Introduction

At Spalding St Paul's Primary School our Behaviour Policy is underpinned by our school's commitment to nurturing a safe, respectful, and inclusive environment where every child is supported to thrive emotionally, socially, and academically. Our approach is rooted in the belief that behaviour is a form of communication, and that consistent, supportive strategies help all pupils succeed.

2. Staff Behaviour and Expectations

Consistency is rooted in the behaviour of adults—not just in the application of procedures. A truly sustainable approach doesn't come from a toolkit of strategies, but from the shared determination of every staff member to stand firm. Consistency is hard-won and easily lost. The key lies in creating a culture where every interaction reflects shared expectations, supported by parents. When learners feel valued as individuals, they are more likely to respect adults and accept their authority.

What Consistency in Practice Looks Like:

1. **Consistent Language; Consistent Responses**
   Clear, simple expectations are referenced in every conversation about behaviour. Staff and learners should both understand and use agreed-upon language.

2. **Consistent Follow-Up**
   All adults take ownership of behaviour interventions across the school—not passing issues up the chain. Support is sought when needed, but responsibility is not delegated.

3. **Consistent Positive Reinforcement**
   Routines for recognising and celebrating positive behaviour are embedded in daily practice. Praise is timely, genuine, and meaningful.

4. **Consistent Consequences**
   Consequences are clearly defined, understood, and fairly applied at the classroom level. More serious behaviours follow an agreed escalation structure.

5. **Consistent, Simple Rules and Expectations**
   Expectations are visual, accessible, and reinforced creatively through symbols, icons, signage, and cues across the environment.

6. **Consistent Respect from Adults**
   Even when faced with behaviours that challenge, adults maintain respectful interactions and model empathy and professionalism.

7. **Consistent Modelling of Emotional Control**
   Emotional regulation is demonstrated by adults. Teachers model calm responses and resilience, learning alongside learners.

8. **Consistently Reinforced Routines Across the School**
   From classrooms to corridors to reception, consistent routines and expectations are evident everywhere on site.

9. **A Consistent Environment**
   The physical environment reflects the school's values—through visual messaging, consistent displays, and positive images of learners. These displays showcase identity and belonging, rather than promotional slogans.

All Staff: Consistent Expectations

1. **Meet and Greet at the Door**
   Set a positive tone by welcoming every learner at the classroom door.
2. **Refer to School Values**
   Embed the school's core values in everyday interactions and learning conversations.
3. **Model Positive Behaviours and Build Relationships**
   Demonstrate respectful, calm, and positive behaviour at all times. Build trust and rapport with all learners.

4. **Plan Engaging, Challenging, and Inclusive Lessons**
   Design learning that motivates, stretches, and supports all learners to succeed.
5. **Use Visible Recognition Systems**
   Celebrate and reinforce positive behaviour consistently throughout every lesson.
6. **Remain Calm and Use 'Take-Up Time'**
   Give learners space to make the right choices. Focus on prevention and de-escalation before sanctions.
7. **Follow Up, Retain Ownership, and Reflect**
   Address issues consistently. Own the resolution and use restorative, reflective dialogue to support learner growth.
8. **Never Ignore or Walk Past Behaviour That Doesn't Meet Expectations**
   Address all behaviour calmly and consistently. Every adult is responsible for upholding the policy, everywhere in school.

3. Teaching Behaviour in school

Why We Teach Behaviour

At Spalding St Paul's Primary School, we believe that behaviour is a skill that can and should be taught, just like reading, writing, or maths. Children are not born knowing how to manage emotions, communicate effectively, or resolve conflicts — these are life skills that need to be explicitly taught, modelled, and reinforced.

We use a combination of three key frameworks to support this learning:

- **Jigsaw PSHE** provides a structured, whole-school approach to personal, social, and emotional education. Through weekly lessons, pupils learn about relationships, emotional wellbeing, personal responsibility, and the impact of their behaviour on others.
- **Skills Builder** is used to teach eight essential skills (Speaking, Listening, Problem Solving, Creativity, Staying Positive, Aiming High, Teamwork and Leadership) that are foundational not only to learning, but also to positive behaviour and lifelong success. These skills are introduced at the start of each half term through dedicated lessons and then reinforced across the curriculum and school day. (Appendix 1)
- **Zones of Regulation** help children to understand and manage their emotions. By recognising which "zone" they are in, pupils can choose appropriate strategies to regulate themselves, improving their ability to respond calmly and make positive behavioural choices (Appendix 2).

By teaching behaviour through these integrated frameworks, we:
- Help pupils understand expectations and develop self-awareness.
- Provide tools to regulate emotions and manage challenges effectively.
- Promote positive relationships, empathy, and inclusion.
- Build a calm, consistent, and safe environment for learning.
- Support children to become confident, respectful, and responsible citizens.

We recognise that behaviour won't always be perfect, and that's okay — what matters most is helping children **r**eflect, learn, and grow through every experience.

4. Responding to positive behaviour

Recognising and celebrating positive behaviour helps reinforce expectations and encourages pupils to repeat it. Positive recognition and rewards give all staff a consistent way to promote the school's values, culture, and ethos across the community.

Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Rewards at Spalding St Paul's Primary School

At Spalding St Paul's, we believe in recognising and celebrating positive behaviour, effort, and achievement. Our rewards system includes:
- **Targeted verbal praise**: immediate and specific recognition from staff.
- **Celebration of good work in class**: acknowledged in front of peers to encourage motivation and pride.

- **Sharing exceptional work or effort with the Senior Team Leader (SLT)**: further recognition of high standards.
- **Praise shared with parents**: via phone calls, messages, or written notes to celebrate children's achievements at home.
- **Dojo points**: awarded for positive behaviour and effort, which pupils can spend in the *Dojo Shop*.
- **Skills Builder tokens**: placed in books to track and reward the use of key skills.
- **Skills Builder certificates**: awarded in assembly for demonstrating the school's core values.
- **Positions of responsibility**: such as class monitors, playground buddies, or school council roles, given in recognition of positive contributions.
- **Whole-class reward tokens**: earned collectively for positive behaviour, leading to a class reward time.

These strategies support a positive, motivating, and respectful learning environment for all pupils.

5. Discouraging unacceptable behaviour

At Spalding St Paul's Primary School we recognise that everyone has difficult moments, and sometimes behaviour may not meet expectations — what matters most is that we reflect, learn, and are supported to make better choices next time.

Learners will test boundaries, may find their emotions difficult to manage, or may have misinterpreted or not fully understood the rules. Learners should be supported to understand and follow the rules.

Practical steps in managing and modifying poor behaviour	
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. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. Staff plan for a calm successful lesson, have lesson materials to enable all learners to understand, with access to the learning ensuring there is a level playing field at the outset.	
The Reminder:	A reminder of the school's behaviour expectations is delivered privately and calmly to the learner. The teacher clearly outlines the behaviour that has been observed and makes the learner aware of the impact it is having on themselves and others. The learner is then given a clear choice: • to take responsibility and make a positive change, or • to continue the behaviour, which may lead to further consequences. This step is intended to be non-confrontational and supportive, helping the learner to reflect and choose the right course of action.
The Caution:	A second, private reminder of the school's behaviour expectations is given to the learner. This is delivered calmly and clearly, without confrontation. The teacher: • Names the behaviour that is not meeting expectations. • Restates the rules or values being compromised. • Emphasises that the learner still has a choice to make the right decision and re-engage positively. This stage is designed to provide the learner with an opportunity to self-correct, reflect on their actions, and avoid further escalation.
The time out:	**De-escalation and Regulation Process** When a learner's conduct requires intervention, the following steps should be taken calmly, consistently, and respectfully: 1. Private Conversation The learner is invited to speak with the teacher away from peers to maintain dignity and minimise disruption.

	2. Resetting Boundaries
	Clear expectations are calmly restated, reinforcing the school's behaviour standards.
	3. Zones of Regulation
	The learner is encouraged to identify which *Zone of Regulation* they are currently in and select appropriate strategies to support emotional regulation within that zone.
	4. Reflection on Next Steps
	The learner is asked to consider their next step. They are reminded of previous behaviour, attitude, or learning choices, and encouraged to think about how to move forward positively.
	5. Opportunity to Re-engage
	A final opportunity is offered for the learner to re-join the lesson and follow instructions appropriately.
	
	Cooling Down (Time Out Option)
	If needed, the learner may step outside the classroom or go to a designated sensory space to defuse or cool down.
	    o This should be purposeful, not used as a punishment.
	    o In general, three minutes is sufficient before re-engagement is attempted.
	
	Escalation: Removal from the Room
	If the above step is unsuccessful, or if the learner refuses a time out, they will be asked to leave the room.
	    o Where possible, a staff member will escort the learner to an appropriate supervised workspace outside the classroom.
	
	Recording the Incident
	All time outs and removals must be logged on CPOMS to ensure consistent monitoring and appropriate follow-up.

Restorative conversations:	**Non-Re-engagement and Restorative Follow-Up** If a learner does not re-engage with the lesson and requires a time out or escalation, a restorative conversation must take place. This is a vital step in addressing the behaviour, supporting emotional regulation, and rebuilding the relationship between the learner and staff. • This conversation should occur as soon as possible, ideally before the learner returns to the classroom for their next learning session, but it may take place during a break time if needed. • The focus is on reflection, accountability, and developing a plan for positive behaviour moving forward. These conversations are led by staff in a calm and respectful manner and are tailored to the age and understanding of the learner (see PHSE curriculum resources – restorative conversation logs taken from Language for Thinking [KS1] and Language for Behaviour and emotions [KS2]) These tools enable structured reflection and strengthen emotional literacy and social responsibility. **Recording the Incident** All restorative conversations must be logged on CPOMS. This ensures consistent tracking, monitoring of behaviour patterns, and appropriate follow-up actions by relevant staff.
Partnership stage:	The Partnership Stage will be implemented when there is a cause for concern regarding persistent behaviours that challenge. At this stage, the learner will work with an adult in school, the class teacher or the ELSA (Emotional Literacy Support Assistant), who will: • Support and, if necessary, facilitate restorative conversations. • Develop an appropriate action plan with the learner (see Appendix 3). • Monitor, review, and mentor the learner's progress using the action plan.

	- Discuss both the consequences if the learner does not meet the agreed targets, and the positive outcomes for all parties if conduct improves. - If the learner does not achieve the required change in conduct as agreed in the action plan, a verbal warning will be issued by a Senior Leader. - After the verbal warning, learners must be given a second opportunity to meet the targets set in the action plan The Action plan will be shared with parents. **Recording the Incident** A detailed log of all support and interventions will be recorded on CPOMS as well as the meeting with parents to ensure consistent monitoring and appropriate follow-up actions by relevant staff.
Restorative conference	A Restorative Conference will be convened when a learner's behaviour continues to cause concern, despite previous support and intervention. This meeting provides a structured opportunity for all key individuals to contribute to a shared plan for improvement. The meeting will include the learner and their parent / guardian, the class teacher, other adults who have been supporting the learner if appropriate and a member of the senior leadership team. The discussion will focus on the learner's progress and achievements, learning needs, curriculum access and engagement, attitude to learning, behavioural routines, and personal organisation, and will gather the views of all involved, including the learner, their parent or carer, and school staff. Actions agreed at the conference will be clearly recorded and shared with all involved to support a consistent approach moving forward. Every effort will be made to work in partnership with the learner and their family to encourage positive change and maintain high expectations. If the learner chooses not to attend or engage with the Restorative Conference, the school will continue the process using the information available and consider the appropriate next steps to best support the learner. If the learner struggles to meet the agreed expectations, further support and next steps will be considered in line with the school's behaviour procedure. (See Appendix 4 for the Restorative Conference framework.) **Recording the Incident** All actions and outcomes from the Restorative Conference will be recorded on CPOMS.
Internal Suspension	An internal suspension may be used when a learner's behaviour requires a serious consequence, but remaining within the school environment is appropriate. - The child will receive a clear explanation of why they are being removed from class. - The class teacher will provide a structured timetable of work for the learner to complete outside of the classroom. - This is a formal procedure, and paperwork will be sent home to parents to inform them of the decision. - Please note: This is not a legal suspension. Suspension legislation and statutory guidance do not apply in cases of internal suspension. Internal suspension is used as part of a graduated response to behaviour, ensuring the child remains supported while reflecting on their actions in a different setting. **Recording the Incident** All actions and outcomes from Internal Suspension will be recorded on CPOMS.
Fixed term Suspension	In cases of serious or persistent breaches of the school's behaviour policy, a suspension may be issued in line with statutory guidance. Only the Head Teacher (or the next most senior teacher acting in their absence) has the authority to suspend a child from school on disciplinary grounds.

	Guidance on the procedures for suspending or permanently excluding a pupil can be found in the Department for Education (DfE) document: *Exclusion from maintained schools, academies and pupil referral units in England (2017).* • Schools are legally required to report all suspensions to the Local Authority, including lunchtime suspensions. • Parents will be informed in writing, and appropriate work will be provided during the period of suspension. • The suspension will be followed by a reintegration meeting to support the pupil's return to school and address any underlying issues.
Permanent Exclusion	A permanent exclusion may be considered in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. This decision is only taken as a last resort, and in accordance with the statutory guidance set out in the Department for Education document: *Exclusion from maintained schools, academies and pupil referral units in England (2017).* • The Headteacher is responsible for making the decision to permanently exclude a pupil. • Parents will be notified in writing and provided with information about their right to appeal and access to alternative provision. • The school will inform the Local Authority and governing body without delay. • Support and safeguarding considerations will remain a priority throughout the process.

6. Behaviour Sanctions

Behaviour Stage	Examples	Sanction	Action to be taken by school
0	• Breaking school dress code including jewelry / hair	Reminder letter home from class teacher	Uniform letter sent home
	• In possession of mobile phone or device • Bringing in items from home that are not sanctioned	Confiscation	Office to send email asking parents to collect items at end of day
Low Level Behaviour			
1	• Low level disruption (one off or infrequent) • Playing with equipment -rulers etc. • Misusing equipment • Not sitting properly on a chair • Not sharing - snatching • Shouting indoors • Talking over others in class • Calling out • Not lining up following expectations • Not following walking routine • Not following class routines as expected • Throwing small items • Refusing to tidy • General swearing not directed • Getting out of seat and wandering around the class without direction	**The reminder** Redirection by adult in charge of class An educational consequence may be appropriate e.g., if throwing small items, then child is asked to tidy the floor	Expected routines to be taught and learned before sanctions for not following them can be applied. These should be in place by the end of Autumn Term Week 2
2	**Repetition of above same day (or repeated over time)**	**The caution**	
3	**Repetition of above same day (or repeated over time)** • Playfighting at lunch or playtime	**The Time out Restorative Conversation**	All time outs and removals must be

	• Disrespectful e.g., huffing, shrugging, rolling eyes, inappropriate voice • Lying • Non-compliance to requests or instructions	Private individual correction either following directly after the incident or during playtime or lunchtime. 5 minutes – may include rehearsal of expected behaviour.	logged on CPOMS to ensure consistent monitoring and appropriate follow-up.
4	**Repetition of above same day**	**Restorative Conversation** Next break time fully missed Parent may be informed depending on the incident.	Incident logged on CPOMS to ensure consistent monitoring and appropriate follow-up. Contact parents
**Behaviours that Challenge**		
5	• Refusal to complete tasks or work repeatedly • Swearing directed at a person • Offensive gestures • Name calling • Encouraging misbehaviour in others • Hiding other people's possessions • Stealing • Rough, dangerous or inappropriate play including during sporting activities	**Restorative Conversation / Partnership Stage** Next break time and lunchtime fully missed Parent informed depending on the incident.	Incident logged on CPOMS to ensure consistent monitoring and appropriate follow-up. Contact parents
**Persistent and Escalated Behaviours or Dangerous Behaviours**		
6	**Extreme or persistent anti-social behaviour** • Damaging equipment by reckless behaviour • Deliberate humiliation • Prejudice related comment or language (including racial or homophobic language) • Deliberately hurting another child e.g., kicking, hitting, pinching, biting, squeezing, or grabbing • Deliberate inappropriate touching of others • Persistent extreme evidenced anti-social behaviour	**Restorative Conversation / Restorative Conference**	Incident logged on CPOMS to ensure consistent monitoring and appropriate follow-up. Contact parents
7	• Attacking a pupil • Attacking member of staff • Persistent Stage 5 behaviour • Behaviour which puts themselves or others in imminent danger. • Deliberately and severely hurting another child e.g., Kicking, punching • Vandalism with intent • Violent or aggressive behaviour • Possessing a weapon in school (e.g., knife)	**Internal exclusion / Fixed Term Suspension Permanent Exclusion**	Incident logged on CPOMS to ensure consistent monitoring and appropriate follow-up. Contact parents

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

School will consider whether the behaviour that challenges gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, as set out in Part 1 of Keeping Children Safe in Education, school staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions will be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that learner's personal circumstances. The school will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

7. 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.

8. 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)

9. Pastoral Support Plan

Following the Lincolnshire pathway, we somethings 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.

10. Serious Behaviour Incident

While the vast majority of behaviour in our school is positive and respectful, we recognise that, on occasion, more serious incidents may occur. These may involve behaviours that significantly disrupt learning, threaten safety, or cause harm to others. It is essential that such incidents are responded to with consistency, fairness, and a focus on restoration and support. Our approach ensures that all parties are heard, that accountability is taken, and that pupils are helped to understand the impact of their actions. Where appropriate, parents, carers, and senior leaders are involved to ensure that clear next steps and support structures are in place.

10.1 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.

10.2 Preventing Bullying

At Spalding St Paul's Primary School, bullying is defined as:
Any behaviour that is undertaken with the deliberate intent to hurt, intimidate, or upset another person—physically, emotionally, or mentally—repeatedly over time.

We teach children to recognise bullying using the acronym:
STOP
- **S**everal
- **T**imes
- **O**n
- **P**urpose

We also promote the importance of:
- **S**tart
- **T**elling
- **O**ther
- **P**eople

This helps pupils to understand what bullying is and empowers them to seek help if they or others are affected.

Bullying of any kind is not tolerated in our school. All incidents will be taken seriously, investigated, and responded to in line with our behaviour and safeguarding policies.

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.

10.3 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 coveres all types of diversity.

10.4 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.

11. 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-ofhttps://www.gov.uk/government/publications/use-of-reasonable-force-in-schoolsreasonable-force-in-schools

12. 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.

13. 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)

14. Monitoring and Review

Behaviour trends are monitored through pastoral logs and incident reports. Regular reviews of PSHE, Skills Builder and Zones integration are carried out by SLT and pastoral staff. Pupil voice and wellbeing surveys inform adjustments to our approach.

CPOMS is used 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.

15. 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.

Appendix 1: Skills Builder Behaviour Expectations

Confident Communicators		We listen and respect the views of others.

	SPEAKING	We use kind words to each other.
Resilient Researchers	PROBLEM SOLVING	We are responsible for our behaviours and know that our behaviour impacts on other.
	CREATIVITY	We treat other as we want to be treated ourselves.
Aspirational Ambassadors	STAYING POSITIVE	We can identify positive and negatives feelings in ourselves and know how to deal with negative feelings.
	AIMING HIGH	We show our best behaviour at all times and are proud of our school.
Collaborative Citizens	LEADERSHIP	We know our responsibilities in school and lead by example.
	TEAMWORK	We work well with others by behaving appropriately.

	BE KIND and RESPECTFUL	
Confident Communicators	LISTENING	We listen and respect everyone in school
	SPEAKING	We use kind words to each other.

	• Care for our school and everything in it • We always listen when an adult is talking • We listen and respect the views of others. • We respond quickly to adult hand up for attention to show we are ready to listen • We are polite and show good manners to everyone • We respect difference and know we are all equal • We look after our equipment and share it • We look after our environment and never drop litter • We respect the law and the rules of school and society • We care for our school and everything in it	
Resilient Researchers	**BE READY**	
		We are responsible for our behaviours and know that our behaviour impacts on other.
		We treat other as we want to be treated ourselves.
	• Be in the right place at the right time. • We arrive at school on time, every time • We get to lessons on time • We wear the correct uniform with pride and have the right clothes for PE and playing outdoors • We make sure we have the right equipment for the day • We sit in ready to learn seats • We use magnet eyes to show the teacher we are ready • We take part fully in lessons and show resilience • We have a go and never give up.	
Aspirational Ambassadors	**BE PROUD**	
		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.
	• We listen to the teacher so we know what is expected of us. • We keep trying and never give up • We help other if they are stuck • We do our best work, all of the time • We always produce work we are proud of	
Collaborative Citizens	**BE SAFE**	
		We know our responsibilities in school and lead by example.
		We work well with others by behaving appropriately.
	• We follow instructions -first time, every time • We work with others in a positive way: We do not tolerate bullying of any kind • We walk not talk around our school • We walk in single file movement • We line up sensibly • We know who to go to for help and support and how to ask for it • We stay safe online and outside school • We use equipment safely • We respond to 123 movement	

Appendix 2: Zones of Regulation

Blue	Green	Yellow	Red
Sick	Calm	Frustrated	Mad/Angry
Sad	Happy	Worried	Mean
Tired	Focused	Silly	Yelling/Hitting
Bored	Ready to Learn	Excited	Out of Control

What Zone Are You In?

What Zone Are You In?

Blue Zone	Green Zone	Orange Zone	Red Zone
SAD / HURT	HAPPY / FOCUSED	SURPRISED / CONFUSED	ANGRY / RAGING
SICK / TIRED	CALM / EXCITED	WORRIED / SILLY	TERRIFIED / ANNOYED
What can I do?	What can I do?	What can I do?	What can I do?
REST	GO	SLOW DOWN	STOP
Take a break / Ask for help / Talk to someone / Jump up and down 5 x / I can also..........?	Think happy thoughts / Finish my work / Help others / Share ideas / I can also..........?	Take deep breaths / Talk to someone / Go for a short walk / Count to ten / I can also..........?	Take a time out / Run a lap / Squeeze a stress ball / Drink water / I can also..........?

Appendix 3: Behaviour Action Plan

What I need help with:	What I'm working towards:	Steps I will take:			Who will help me:	How we will celebrate my progress:	How we will check in:	We will review this on:
		What I will do	**When I will do it**	**How it helps me**				
(Write or draw what's been tricky – e.g., shouting out, feeling angry, not listening, being unkind)	*(What's the goal? – e.g., staying calm, using kind words, putting my hand up, asking for help)*				*(E.g., my teacher, teaching assistant, ELSA, lunchtime staff, a friend)*	*(Sticker, praise, home note, golden time, special job – choose what motivates the child)*	*(E.g., talk on Friday, feelings journal, smiley chart, weekly review)*	*(Add a date – e.g., in 2 weeks, after half term)*

Example

What I need help with:	What I'm working towards:	Steps I will take:			Who will help me:	How we will celebrate my progress:	How we will check in:	We will review this on:
		What I will do	**When I will do it**	**How it helps me**				
(Write or draw what's been tricky – e.g., shouting out, feeling angry, not listening, being unkind)	*(What's the goal? – e.g., staying calm, using kind words, putting my hand up, asking for help)*				*(E.g., my teacher, teaching assistant, ELSA, lunchtime staff, a friend)*	*(Sticker, praise, home note, golden time, special job – choose what motivates the child)*	*(E.g., talk on Friday, feelings journal, smiley chart, weekly review)*	*(Add a date – e.g., in 2 weeks, after half term)*
Getting cross	Staying calm when someone annoys me.	Use my Zones check-in chart	Every morning	Helps me know how I feel	TA in the class	Sticker Chart. If I get 5 stickers at the end of the day I can choose an activity from my core board	Talk to ELSA on a Friday.	4 weeks.
Shouting out and leaving the room when things are hard.	Asking for help when I am stuck	Ask an adult when I need help	When I feel stuck or angry	Helps me stay calm	Teacher	As above.	As above.	As above.
Sharing	Get along with others.	Use my Skills Builder target (e.g. Teamwork)	During lessons and playtime	Helps me get along with others	Teacher	Certificate each week	Weekly review	Every week with my class teacher on Thursday at break.

Appendix 4: Restorative Conference Record

📅	**Date:**
🕐	**Time:**
🏫	**Facilitator (SLT):**
👨‍👩‍👧	**Attendees:** • Pupil: • Parent(s)/Carer(s): • SLT Representative: • Staff involved (if applicable):

1. Reason for Meeting

📋	This meeting has been arranged to reflect on **ongoing behaviour challenges** and how they are affecting the pupil, others around them, and their learning. The aim is to understand the underlying issues, repair relationships, and agree a positive way forward.

2. Everyone's Voice

💬	*(Each participant has time to share their perspective.)*
👦	**Pupil's Reflections:** • *What has been difficult for you lately?* • *How have you been feeling at school?* • *What would help you have a better day?*

Staff Observations:

Any issues with: (Fill in Data)

📅	📚	✏️	➗	📘	🧩	♿	🚨
Attendance	**Reading attainment**	**Writing Attainment**	**Maths Attainment**	**Completing homework**	**Ares of academic struggle**	**Is the child SEND (Area of need)**	**Any CP concerns**

	• *What patterns or concerns have been noticed?* • *What seems to help?* • *What hasn't worked?*
👨‍👩‍👧	**Parent/ Carer's Reflections:** • *How is your child feeling at home?* • *Are there any concerns outside school we should be aware of?*
🏫	**SLT Summary / Context:** • *Overview of support provided so far* • *How behaviour links to school values, expectations, and child's needs*

3. Impact of the Behaviour

🧠	*Together, discuss: Who is being affected? (e.g. peers, teachers, the pupil themselves)* *How is learning, safety, or wellbeing impacted?*

4. What Needs to Change?

	Identify goals and what support is needed to get there. Focus on what the pupil *can* do.

🌱	Goal or Focus Area	Actions to Support This	Who Will Help	When/How Often

5. Support Plan / Next Steps

🧭	Outline any planned interventions or adjustments (e.g., behaviour plan, referral, curriculum changes, EHCP/SEN support).

6. Follow-Up Plan

🔁	• **Check-in dates or review points:** • **Who will monitor progress:** • **How parents will be updated:**

7. Signatures / Acknowledgement

✍️	**This plan has been agreed by all parties. Everyone understands their role in helping the pupil move forward.** • Pupil: • Parent/Carer: • SLT Representative: • Staff Member (if present):