

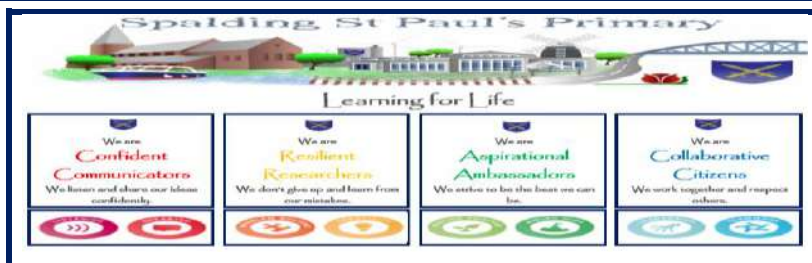


Behaviour Policy

Date of Policy	Review Date	Policy Written by:	Date Shared with Staff	Date Shared with Local School Board
March 2026	No later than one year following publication of the policy	Mrs Selina Ratchford (Headteacher) Mrs Katie Gray (Assistant head / SENCo)	March 2026	March 2026

Contents

Statement of intent.....	3
1. Legal framework	3
2. Roles and responsibilities	4
3. Positive Behaviours	6
3.1 Teaching Behaviour in school	6
3.2 Recognising Positive Behaviour.	7
3.3 Behaviour Expectations	7
4. Managing Behaviour	9
4.1 Responses to Behaviour.....	9
4.2. Behaviour Sanctions.....	10
4.3. Behaviour Sanctions Overview	10
4.4. Behaviour Sanctions Explained	11
4.5 Contributing factors to Behaviour	16
4.6 Behaviour Management Plan	16
4.7 Pastoral Support Plan.....	16
4.8 Special Educational Needs	16
5. Use of Reasonable Force.....	17
6. Searching, Screening and Confiscation at School	17
7. Monitoring and Review.....	17
8. Closing statement	18
Appendices.....	19
Appendix 1: Skills Builder Behaviour Expectations.....	19
Appendix 2: Zones of Regulation	21
Appendix 3: Behaviour Action Plan	22
Appendix 4: Restorative Conference Record	26



Statement of intent

At Spalding St Paul's Primary School, we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Praising and rewarding good behaviour.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Challenging and disciplining misbehaviour.
- Developing positive relationships with pupils to enable early intervention.
- Encouraging positive relationships with parents.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

This policy has due regard to the following legislation and statutory guidance:

Legislation

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- School Information Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019

Department for Education Guidance

- Behaviour in Schools: Advice for Headteachers and School Staff
- Use of Reasonable Force
- SEND Code of Practice (0–25 years)
- Mental Health and Behaviour in Schools
- Keeping Children Safe in Education
- Searching, Screening and Confiscation
- Suspension and Permanent Exclusion Guidance
- Mobile Phones in Schools

This policy should be read alongside the following school policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Suspension and Exclusion Policy
- Child-on-Child Abuse Policy
- Positive Handling Policy
- Complaints Procedure

2. Roles and responsibilities

The Local School Board will have overall responsibility for:

- 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 where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Reporting to the Local School Board on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues that could be driving disruptive behaviour.

The SENCO will be responsible for:

- Collaborating with the Local School Board and headteacher as part of the SLT, to determine the strategic development of the behaviour policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the 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.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be 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.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.

- Headteacher.
 - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

Supporting their child in adhering to the school rules and reinforcing this at home.

Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Positive Behaviours

Positive behaviour helps create a safe, respectful, and supportive learning environment. When everyone in school shows and demonstrates positive behaviours they help the whole class learn and feel included. Positive behaviour also helps develop important life skills, including self-control, responsibility, and cooperation. By recognising and celebrating good behaviour, schools help everyone build confidence and understand how their actions affect others.

3.1 Teaching Behaviour in school

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 reflect, learn, and grow through every experience.

3.2 Recognising 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 pupil

3.3 Behaviour Expectations

Consistency comes from the behaviour of adults, not just from following rules or procedures. A strong approach to behaviour is built when all staff work together and stick to the same expectations. It is important to create a school culture where everyone follows the same expectations and parents support them too. When pupils feel valued and respected as individuals, they are more likely to respect adults and follow their guidance.

What Consistency in Practice Looks Like:

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.

Consistent Positive Reinforcement

Routines for recognising and celebrating positive behaviour are embedded in daily practice. Praise is timely, genuine, and meaningful.

Consistently Reinforced Routines Across the School

From classrooms to corridors to reception, consistent routines and expectations are evident everywhere on site. Routines and behaviour expectations must be **explicitly taught and modelled**, particularly at the start of the school year.

Consistent, Simple Rules and Expectations

Expectations are visual, accessible, and reinforced creatively through symbols, icons, signage, and cues across the environment. 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.

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.

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.

Consistent Consequences

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

Consistent Respect from Adults

Even when faced with behaviours that challenge, adults maintain respectful interactions and model empathy and professionalism. Where possible, correct behaviour away from peers.

Consistent Modelling of Emotional Control

Emotional regulation is demonstrated by adults. Teachers model calm responses and resilience, learning alongside learners. Adults always respond calmly and avoid confrontation, encouraging reflection to help learners understand the impact of their actions.

Consistent recording on incidents

Relevant incidents, time-outs, and restorative conversations must be recorded consistently on CPOMS. This helps staff monitor patterns of behaviour and provide quick and appropriate support for pupils when needed.

4. Managing Behaviour

4.1 Responses to 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 but also realise there are consequences when not following the school behaviour expectations.

Principles for Adult Responses to Behaviour

At Spalding St Paul's Primary School, we recognise that **adult responses play a crucial role in shaping behaviour**. Staff aim to respond to behaviour in a calm, consistent, and respectful manner that supports learners to reflect, regulate their emotions, and make positive choices.

The following principles guide all responses to behaviour across the school.

Teaching Behaviour

Positive behaviour is explicitly taught, modelled, and reinforced. Staff regularly revisit expectations, routines, and social skills to help learners develop independence and self-regulation.

Positive Relationships

Strong relationships between staff and learners are central to promoting positive behaviour. Staff aim to build trust, show empathy, and maintain high expectations for all learners.

Calm and Consistent Responses

Staff respond to behaviour calmly and consistently. Adults model the behaviour they expect from learners and avoid escalating situations through confrontation or raised voices.

Private Correction

Where possible, behaviour is addressed **privately rather than publicly** to maintain the learner's dignity and minimise disruption to others.

Clear Expectations

Staff clearly communicate behaviour expectations and reinforce the school's values and routines. Instructions are simple, clear, and focused on what the learner **should do**, rather than what they should stop doing.

Opportunity to Reflect and Repair

Learners are given opportunities to reflect on their behaviour and understand its impact on others. Restorative conversations support learners to take responsibility and repair relationships.

Focus on Regulation

Staff recognise that behaviour is often linked to emotional regulation. Learners are supported to identify their feelings and use appropriate strategies, including those from the **Zones of Regulation**, to help them regain control.

Proportionate Responses

Responses to behaviour are **proportionate, fair, and consistent**. Staff take into account the learner's age, developmental stage, and any additional needs when determining appropriate support or consequences.

Through consistent adult responses, clear expectations, and a strong focus on relationships and emotional regulation, Spalding St Paul's Primary School aims to create a safe, respectful, and supportive learning environment where every learner can succeed.

4.2. Behaviour Sanctions

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring

SLT will keep a record of all reported incidents (on CPOMS) to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems or further behaviour support. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

4.3. Behaviour Sanctions Overview

Behaviour Sanctions Overview		
Important: Serious incidents may bypass earlier stages and move directly to a higher stage of the behaviour procedure.		
Stage	Sanctions	Actin to be taken by School
Stage 0	Reminder of expectations	RESPONSIBILITY: Class teacher Reminder of behaviour expectations.
Stage 1 Reminder	A reminder is given to the child of expected behaviour	RESPONSIBILITY: Class teacher A quiet reminder of the expected behaviour is given. The pupil is supported to make a positive choice.
Stage 2 Warning	A warning is given to the child to remember expected behaviour	RESPONSIBILITY: Class teacher The behaviour continues. The pupil receives a clear warning and is reminded of the expected behaviour and possible next steps.
Stage 3 Reflection Time	De-escalation and Regulation Process. The child is given time out to reflect on their behaviour.	RESPONSIBILITY: Class teacher The pupil is given a short reflection or reset time (either in or out of the class/ break or lunch) to regulate their behaviour and return ready to learn. Incident logged on CPOMS.
Stage 4 Behaviour Concern	-Sanction for behaviour -Missed Break or lunch time -Restorative Conversation follow up	RESPONSIBILITY: Class teacher Behaviour is continuing or escalating. 1 off behaviour including child-on-child abuse. Support is provided by an adult during break or lunchtime. Restorative Conversation follow up and sheet filled out. Incident logged on CPOMS. Child on Child: Incident to be logged under: 'Behaviour stage 4' AND 'Child on child'.
Stage 5 Serious Behaviour Concern	Partnership Stage Actions Plans put together.	RESPONSIBILITY: Class Teacher, SLT, ELSA Persistent or more serious behaviour. Serious child-on-child abuse. Senior leaders may become involved and parents will be informed. Action plan will be put in place with parent involvement. Support from any relevant external agencies may be sought. Incident logged on CPOMS.
Stage 6 Continued Serious Behaviour Concern	Restorative Conference	RESPONSIBILITY: SLT, ELSA, SENCo If the action plan is not effective, a restorative meeting will be arranged. This meeting will involve members of the SLT, parents, and the child. Where appropriate, relevant external agencies may be involved to offer support and inform planning for the child. Incident logged on CPOMS.
Internal Suspension	Internal Suspension	RESPONSIBILITY: SLT The pupil is removed from their usual class for a short period and works in a separate supervised space within the school. Incident logged on CPOMS.
Fixed term Suspension	Fixed term Suspension	RESPONSIBILITY: Headteacher The pupil is suspended from school for a set number of days due to serious behaviour. Parents are informed. Incident logged on CPOMS and to Local Authority
Permanent Exclusion	Permanent Exclusion	RESPONSIBILITY: Headteacher Permanent exclusion is used in the most serious cases or when all other strategies have been unsuccessful. The pupil is removed from the school permanently. Incident logged on CPOMS and to Local Authority

4.4. Behaviour Sanctions Explained

Behaviour Stage:	
Important: Serious incidents may bypass earlier stages and move directly to a higher stage of the behaviour procedure.	

Stage 0	Examples: • Incorrect school uniform including jewelry or hair not meeting expectations • In possession of a mobile phone or device in class • Bringing unsanctioned items from home	
	Sanction	Action to be taken by school
	• Reminders • Confiscation	RESPONSIBILITY: Class teacher • Reminder letter sent home • Confiscated items stored in the office and collected by parents at the end of the day.

Stage 1 Reminder	Examples: • Low level disruption (one-off) • Not completing work that is expected • Playing or misusing equipment • Not sitting appropriately • Calling out / talking over others • Shouting indoors • Not lining up or walking appropriately around school • Not following classroom / school routines • Throwing small items • Refusing to tidy up • General swearing not directed at others • Not playing fairly	
	Sanction	Action to be taken by school
	A reminder is given to the child of expected behaviour	RESPONSIBILITY: Class teacher The Teacher delivers a calm, private reminder of the school's expectations. They will: • Name the behaviour. • Restate the expectation. • Give the learner the opportunity to correct their behaviour. 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.

Stage 2 Warning	Examples: Repetition of Stage 1 behaviours during the same lesson or across the day.	
	Sanction	Action to be taken by school
	A warning is given to the child to remember expected behaviour	RESPONSIBILITY: Class teacher Second private reminder. Expectations restated and learner given opportunity to correct behaviour. Adult will: • Name the behaviour. • Restate the expectation. • Reinforce that the learner can still make a positive choice. This stage is designed to provide the learner with an opportunity to self-correct, reflect on their actions, and avoid further escalation.

Stage 3 Reflection Time	Examples: Continued repetition of Stage 2 behaviours.	
	Sanction	Action to be taken by school
	De-escalation and Regulation Process. The child is given time out to reflect on their behaviour.	RESPONSIBILITY: Class teacher 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 minimize disruption; either in or out of the class/ break or lunch) 2. If needed, the learner may step outside the classroom or go to a designated sensory space to defuse or cool down. ○ This should be purposeful, not used as a punishment. ○ In general, 5 minutes is sufficient before re-engagement is attempted. ○ The learner may wish to work outside the classroom for a short time to re-engage in learning in a calmer space. 3. Resetting Boundaries Clear expectations are calmly restated, reinforcing the school's behaviour standards. 4. Zones of Regulation The learner is encouraged to identify which <i>Zone of Regulation</i> they are currently in and select appropriate strategies to support emotional regulation within that zone. 5. 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. 6. Opportunity to Re-engage A final opportunity is offered for the learner to re-join the lesson and follow instructions appropriately. 7. <i>If the incident occurs at Break or Lunch: Stay with the adult outside for 5 minutes</i> Incident logged on CPOMS.

Stage 4 Behaviour Concern	Examples: Continued repetition of Stage 3 behaviours.	
	• Any behaviour that requires the immediate attention of a staff member (pastoral support on radio) • Repeated refusal to complete work • Encouraging misbehavior in others • Stealing • Damaging equipment through reckless behaviour • Any behaviour that inhibits the learning of pupils Child on Child Abuse ○ Physical - Hitting, slapping, punching, cicking, biting, pushing - Hiding, taking or damaging others' belongings - Initiation / Hazing ○ Emotional and Psychological - Swearing directed at another person - Excluding a child from play - Spreading rumors ○ Discriminatory - Racism, Sexism, Homophobic, SEND ○ Online / Cyber - Sending mena messages via social media platforms - Sending sexual images / distributing sexual content ○ Sexual - Inappropriate physical contact	
	Sanction	Action to be taken by school
	-Sanction for behaviour -Missed Break or lunch time -Restorative Conversation follow up	RESPONSIBILITY: Class teacher Pastoral support may be asked for from SLT if the child needs further support with their behave beyond the classroom but the restorative conversation must be carried out by the class teach (Support can be given by SLT if needed) If a learner does not re-engage with the lesson and requires a time out; If the learners behaviour continues to escalate; A one-off behaviour concern, including child-on-child abuse; 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 by the class teacher (or whoever dealt with the incident) • <i>If the incident happens at break or lunch the child will miss their next break or lunch with the class teacher</i> • 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. Restorative Conversation follow up and sheet filled out. Parent may be informed of these incidents. Incident logged on CPOMS. Child on Child: Incident to be logged under: 'Behaviour stage 4' AND 'Child on child'.

Stage 5 Serious Behaviour Concern	Examples: • Escalating CPOMS behavior • Serious Child on Child Abuse	
	Sanction	Action to be taken by school
	Partnership Stage Actions Plans	RESPONSIBILITY: Class Teacher, SLT, ELSA Purpose: develop a shared plan for improvement The Partnership Stage will be implemented when there is a cause for concern regarding persistent behaviour concerns. At this stage, the learner could work with an adult in school, the class teacher, the ELSA (Emotional Literacy Support Assistant), a member of SLT or the SENCo 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 in a timely manner. • Discuss both the consequences if the learner does not meet the agreed targets, and the positive outcomes for all parties if conduct improves. • The Action plan will be shared with parents • Action Plan may also look at other support for the child e.g. Behaviour management plan, SNAPS assessments, PSPs, SEND needs etc. Incident logged on CPOMS.

Stage 6 Continued Serious Behaviour Concern	Examples: If the action plan is not effective and serious behaviour concerns continue.	
	Sanction	Action to be taken by school
	Restorative Conference	RESPONSIBILITY: SLT, ELSA, SENCo A Restorative Conference will be convened when a learner's behaviour continues to cause concern, despite previous support and intervention and the Action Plan is not working. This meeting provides a structured opportunity for all key individuals to contribute to a shared plan for improvement. This meeting will involve members of the Senior Leadership Team, parents and the child and any other adults who have been supporting the learner if appropriate. Any relevant outside agencies may be invited or their evidence used to support the conference. 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. It may also look at other support for the child e.g. Behaviour management plan, SNAPS assessments, PSPs, SEND needs etc. 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.) Incident logged on CPOMS.

Internal Suspension	Examples: An internal suspension may be used when a learner's behaviour requires a serious consequence, but remaining within the school environment is appropriate.	
	Examples: - Any behaviour that seriously inhibits the learning of pupils - Physical assault on pupil or staff - Violent or aggressive behaviour - Behaviour placing others at serious risk - Severe deliberate harm - Vandalism with intent - Possession of a weapon - Possession of legal or illegal drugs, alcohol or tobacco - Possession of banned items - Truancy and running away (trying to run away) from school - Refusing to comply with disciplinary sanctions	
	Sanction	Action to be taken by school
	Internal Suspension	RESPONSIBILITY: SLT - 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. Incident logged on CPOMS.

Fixed term Suspension	Examples: In cases of serious or persistent breaches of the school's behaviour policy, a suspension may be issued in line with statutory guidance.	
	Examples: - Persistent disruption to learning - Physical assault on pupil or staff - Violent or aggressive behaviour - Behaviour placing others at serious risk	- Severe deliberate harm - Vandalism with intent - Possession of a weapon
	Sanction	Action to be taken by school
	Fixed term Suspension	RESPONSIBILITY: Headteacher Guidance on the procedures for suspending or permanently excluding a pupil can be found in the Department for Education (DfE) document: <i>Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2024)</i> We do not wish to suspend any child from school, but sometimes this may be necessary. Only the headteacher of a school can suspend a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). - 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. Support and safeguarding considerations will remain a priority throughout the process. Incident logged on CPOMS and to Local Authority

Permanent Exclusion	Examples: 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.	
	Sanction	Action to be taken by school
	Permanent Exclusion	RESPONSIBILITY: Headteacher Guidance on the procedures for suspending or permanently excluding a pupil can be found in the Department for Education (DfE) document: <i>Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2024)</i> A permanent exclusion means a pupil can no longer attend that school. It is used only in very serious situations or when behaviour problems continue despite support and other actions by the school. Only the headteacher of a school can permanently exclude a pupil on disciplinary grounds. - Schools are legally required to report permanent exclusions to the Local Authority. - Parents will be informed in writing, and appropriate work will be provided during the first 5 days of exclusion. - When a pupil is permanently excluded, the local authority must arrange another full-time education setting from the sixth school day. This might be another school or an alternative provision such as a pupil referral unit. Parents will be informed about the decision and have the right to challenge the exclusion through an independent review panel. Support and safeguarding considerations will remain a priority throughout the process. Incident logged on CPOMS.

4.5 Contributing factors to Behaviour

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 unacceptable behaviour 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.

4.6 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.

4.7 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.

4.8 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)

5. Use of Reasonable Force

In line with the school's Positive Handling Policy, trained members of staff may use reasonable force where it is necessary to prevent a pupil from:

- committing an offence;
- injuring themselves or others;
- damaging property;
- seriously disrupting good order and discipline within the school.

Physical intervention will only be used as a last resort, when other strategies such as verbal de-escalation have been attempted or would be ineffective in the circumstances.

Staff will use their professional judgement to decide whether physical intervention is necessary and proportionate in response to the situation. Any action taken will always aim to ensure the safety and wellbeing of all pupils and staff involved.

Where possible:

- staff will attempt to de-escalate the situation before using physical intervention;
- a second member of staff will be present to witness the intervention.

All incidents involving the use of reasonable force will be recorded promptly and accurately in accordance with the school's recording procedures and parents or carers will normally be informed. Further detail about the circumstances in which physical intervention may be used is outlined in the school's Positive Handling Policy.

Government guidance can be found at:

Use of reasonable force in schools.

6. 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)

There may be occasions when it is necessary for staff to search a pupil or confiscate items from a pupil's possession in order to maintain the safety, wellbeing and good order of the school.

Spalding St Paul's Primary School follows the statutory guidance issued by the UK Department for Education on searching, screening and confiscation.

Where necessary and proportionate, authorised staff may search pupils or their belongings for items that are prohibited under school rules or that pose a risk to the safety or welfare of others.

Any searches conducted will be carried out:

- lawfully and respectfully;
- with consideration for the age, needs and dignity of the pupil;
- in accordance with the school's behaviour and safeguarding policies.

7. Monitoring and Review

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.

Behaviour trends are reviewed regularly through behaviour records and incident reports. Senior leaders analyse this information to identify patterns, emerging concerns or pupils who may require additional support. Where concerns are identified, appropriate interventions and support strategies will be implemented.

Leaders also review the effectiveness of behaviour strategies, including the integration of PSHE, Skills Builder and Zones of Regulation, to ensure the school's approach continues to promote positive behaviour and pupil wellbeing.

8. 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.

Appendices

Appendix 1: Skills Builder Behaviour Expectations

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.

Confident Communicators	BE KIND and RESPECTFUL	
		We listen and respect everyone in school
		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	

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

What Zone Are You In?

Blue Zone	Green Zone	Orange Zone	Red Zone
 SAD	 HAPPY	 SURPRISED	 ANGRY
 HURT	 FOCUSED	 CONFUSED	 RAGING
 SICK	 CALM	 WORRIED	 TERRIFIED
 TIRED	 EXCITED	 SILLY	 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:
<i>(Write or draw what's been tricky – e.g., shouting out, feeling angry, not listening, being unkind)</i>	<i>(What's the goal? – e.g., staying calm, using kind words, putting my hand up, asking for help)</i>	What I will do	When I will do it	How it helps me	<i>(E.g., my teacher, teaching assistant, ELSA, lunchtime staff, a friend)</i>	<i>(Sticker, praise, home note, golden time, special job – choose what motivates the child)</i>	<i>(E.g., talk on Friday, feelings journal, smiley chart, weekly review)</i>	<i>(Add a date – e.g., in 2 weeks, after half term)</i>

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



Behavior Action Plan



Child's Full Name

Date of Birth

Date Plan opened		
Parent signature		
Relationship		
Childs Signature		

Review Date							

Date:	
Present at meeting	Signature

Reason for Behaviour Action Plan		
Behaviour Report		
What are we worried about?	What is going well?	What needs to happen?
Include any Behaviour records: Include any academic levels:		

Action Planning:

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

Behavior Action Plan: Review



Date:

Present at meeting

Signature

Behaviour report

What are we worried about?	What is going well?	What needs to happen?

Include any Behaviour records and any progress since review:

Include any academic levels and any progress since review:

Does the action plan need changing?

Does the action Plan need to stay open or close?

Appendix 4: Restorative Conference Record



Restorative Conference



Child's Full Name

Date of Birth

Date		
Parent signature		
Relationship		
Childs Signature		

Review Date							

Before the meeting:
Staff to fill out.

Behaviour Report

What are we worried about?	What is going well?	What needs to happen?

Include any Behaviour records:

Include any academic levels:

Restorative Conference Record

	Date: First Meeting / Review Meeting.																														
	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																															
	<i>(Each participant has time to share their perspective.)</i>																														
	Pupil's Reflections: • <i>What has been difficult for you lately?</i> • <i>How have you been feeling at school?</i> • <i>What would help you have a better day?</i>																														
	Staff Observations: Any issues with: (Fill in Data) <table border="1" data-bbox="259 1217 2130 1433"> <thead> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <th>Attendance</th> <th>Reading attainment</th> <th>Writing Attainment</th> <th>Maths Attainment</th> <th>Completing homework</th> <th>Areas of academic struggle</th> <th>Is the child SEND (Area of need)</th> <th>Any CP concerns</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>															Attendance	Reading attainment	Writing Attainment	Maths Attainment	Completing homework	Areas of academic struggle	Is the child SEND (Area of need)	Any CP concerns								
																															
Attendance	Reading attainment	Writing Attainment	Maths Attainment	Completing homework	Areas of academic struggle	Is the child SEND (Area of need)	Any CP concerns																								

	• <i>What patterns or concerns have been noticed?</i> • <i>What seems to help?</i> • <i>What hasn't worked?</i>
	Parent/ Carer's Reflections: • <i>How is your child feeling at home?</i> • <i>Are there any concerns outside school we should be aware of?</i>
	SLT Summary / Context: • <i>Overview of support provided so far</i> • <i>How behaviour links to school values, expectations, and child's needs</i>
3. Impact of the Behaviour	
	<i>Together, discuss: Who is being affected? (e.g. peers, teachers, the pupil themselves)</i> <i>How is learning, safety, or wellbeing impacted?</i>

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):

