Five Spires Academy

Behaviour Policy

Date- September 2026

Review- September 2027

Review Framework:
The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Statement of intent

At Five Spires Academy we aim to provide an environment in which children respect, value, and care for each other and in which they feel secure and able to learn and explore, knowing that what they do will be valued by others. It aims to promote a calm and positive environment where everyone feels happy, safe, and secure.

We believe that by building positive relationships, praising, and valuing children is the best form of encouragement towards appropriate behaviour. We provide a welcoming, inclusive environment where children are valued and treated as individuals. Through implementation of this policy, we will establish clear expectations of the behaviour of our children, parents, staff, and school community.

We will always challenge racist or sexist behaviour, and all forms of bullying.

The whole school community, children, staff, governors, parents, students, and volunteers should be aware of and actively involved in implementing our Behaviour Policy.

The purpose of this policy is:

- to create an environment which encourages and reinforces positive behaviour
- to promote values which foster and encourage positive behaviour
- to establish clear guidelines and rules by which the school will operate to encourage consistency of response to both positive and negative behaviour
- to provide information to parents in order to achieve consistency in the messages children receive about appropriate and inappropriate behaviour
- to ensure that the school's expectations and strategies are widely known and understood.

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority."

Paul Dix (Author of 'When the Adults Change, Everything Changes')

Legal Framework

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

- Education Act 1996 & 2002
- Equality Act 2010
- DfE 'Keeping children safe in education' (2026)
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2023) 'Suspension and Permanent Exclusion guidance'

The code of behaviour is in the context of a "positive" ethos and reflects our belief that there should be a culture where there are rewards for achievement and good behaviour. (See Appendix 2). To this end we are currently doing the following:

- Achievement in work and behaviour recognised and praised daily in classrooms both verbally and through an agreed reward system.
- All pupils are part of the Five Spires House system; house Points are awarded at the discretion of any member of staff. House Teams are rewarded at the end of each term.
- Each class will draw up and display its own Class Charter (See Appendix 5) at the start of each academic year.
- Children have the opportunity to celebrate their efforts and achievements in weekly Celebration Assemblies.
- Each week, one child from each class will be chosen for a Headteacher award, this will be based on exceptional behaviour, attitude and conduct and linked to our 'School Learning Values'.
- An attendance award for classes with the best weekly attendance.
- End of term awards for good attendance.

The code is to be used in the context of our policy and commitment to:

- Safeguarding
- Equal opportunities
- Anti-racism
- Anti-bullying
- Health and Safety in school
- SEND Code of Practice

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Positive Handling Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Complaints Policy

The code sets out to clarify:

- The lines of responsibility for discipline in the school (people).
- The structures for discipline in the school (procedures).
- The process from "incident" to "suspension" or "exclusion".
- The support structure for staff (teaching and non-teaching).

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. School will consult with Trust and Governors in this instance.
- Harassment – persistent behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately and repeatedly acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which repeatedly involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by repeatedly sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism or damage to property
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

Behaviour – Our Vision

We believe everyone at Five Spires Academy has the right to be respected as an individual. We strive to create a happy, inclusive, safe, and encouraging environment where the children can learn and grow into independent, responsible, and respectful individuals.

We believe that by nurturing and developing self-esteem, self-belief, and self-regulation, this will enhance an individual's ability to make positive choices. For us a consistent approach does not mean "one size fits all". We consistently focus on meeting the needs of the individual child. We believe self-management of behaviour is an effective way to embed behavioural change. We achieve this by being attentive and noticing when a child makes positive behaviour choices and by supporting them and helping them to reflect when they make negative ones. Children make mistakes but it is our firm belief that children can be supported to learn from these and improve over time.

An Agreed Language

At Five Spires Academy staff understand that the way we speak to children has an enormous impact. The consistent use of calm, positive language around behaviour is essential in creating clear expectations. Staff have an agreed language that we will use to help a child to regulate their behaviour, whilst at the same time helping them to feel safe and understood ('held in mind').
(See Appendix 1)

Our School Values – the 5 R's

At our school, we believe that positive behaviour is built on strong values. Our vision, **"Everyone Inspire, Everyone Aspire,"** encourages every child to become a confident, caring and responsible member of our community.

Our values provide a shared understanding of the behaviours, attitudes and choices that help all children to learn, succeed and thrive. Alongside our expectations to **Be Safe, Be Kind and Be Your Best**, we encourage pupils to demonstrate our five core values every day:

1. Be Responsible

Children take ownership of their learning, actions and choices. They act with integrity, make positive decisions, show independence and take pride in doing their best.

2. Build Relationships

Children treat others with kindness, empathy and respect. They work collaboratively, value different perspectives and contribute positively to the school community.

3. Take Risks

Children approach learning with confidence and curiosity. They are willing to challenge themselves, try new things and understand that mistakes are a valuable part of learning and growth.

4. Show Resilience

Children persevere when faced with challenges. They learn from setbacks, maintain a positive attitude and demonstrate determination in working towards their goals.

5. Be Remarkable

Children take pride in their achievements and recognise their strengths and talents. They aspire to be the best version of themselves, inspire others through their actions and make a positive difference to those around them.

Our Behaviour Expectations

We expect all members of our school community to:

- **Be Safe** – make choices that keep themselves and others safe.
- **Be Kind** – show respect, compassion and consideration towards others.
- **Be Your Best** – approach learning and school life with effort, enthusiasm and pride.

By living our values and meeting these expectations, pupils help create a positive, inclusive and aspirational environment where everyone can inspire and everyone can aspire. These are our '3 Be's'

Be Responsible • Build Relationships • Take Risks • Show Resilience • Be Remarkable

Rules, Rewards & Sanctions

Five Spires Academy praise and reward children who demonstrate the five values or the five 'R's:

1. Responsibility
2. Relationships
3. Risk-Taking
4. Resilience
5. Remarkable

Our Expectations (The 3 Be's)	Visible Consistencies Throughout School	Routines
Be Safe **Be Kind** **Be Your Best**	*Staff welcome and greet children positively.* *Adults use a calm tone and consistent language.* *Positive relationships are modelled and promoted by all adults.* *Adults treat all pupils with dignity and respect.* *High expectations are consistently communicated.* *Learning behaviours are recognised and celebrated.*	*'123 Eyes on Me' used to gain attention.* *Wonderful Walking.* *Lovely Lines.* *Marvellous Manners.* *Praise in Public (PIP).* *Reprimand in Private (RIP).*

Adult Strategies – A Graduated Response

These are the strategies that we ask all staff to use. These require a gentle, calm approach. Use the child's name and deliver the message at the child's level, using eye contact. Leave the dignity of both staff and child intact.

All staff are expected to notice, model and reinforce desirable behaviours around school in order to create an ethos of high expectation and consistency for all.

- **IDENTIFY** the behaviour we expect (the three B's)
- Explicitly **TEACH** the behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** the behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Behaviour Pathway

STEP 1 **REMINDER**	A quiet, calm verbal reminder is given. The expected behaviour is restated, linked to the class rule, and the pupil is given time and opportunity to correct their behaviour.
STEP 2 **REFOCUS**	If the behaviour continues, a second reminder is given. The pupil is made aware of the consequence if the behaviour continues. Staff will: • Reinforce expectations clearly • Encourage the pupil positively • Express belief in the pupil's ability to make a better choice •
STEP 3 **REGULATE**	If the behaviour persists, the pupil is supported to regulate their behaviour. This may include: • Self-regulation strategies (e.g. calming techniques, reflection time) • Supported regulation with an adult • Short time in a buddy class (typically 10–15 minutes), where appropriate The focus is on helping the pupil regain control and return to learning successfully.
STEP 4 **REPAIR & RESTORE**	If behaviour continues or is more serious, the pupil is supported through a restorative process with a member of SLT. This includes: • Reflecting on behaviour choices • Understanding impact on others • Agreeing next steps to repair relationships Parents/carers will be contacted where appropriate, and a meeting may be arranged to discuss further support or escalation (Step 5 or 6).
STEP 5 **REPARATION**	Where ongoing support is required, further strategies will be implemented, such as: • A Behaviour Support Plan • A Report Card • Additional adult support • Proportionate consequences, including loss of privileges where appropriate. The aim is to support long-term improvement in behaviour.
STEP 6 **INTERNAL REPARATION**	In more serious or repeated cases, internal reparation may be used as an alternative to external suspension. This will involve: • Time working with a senior leader or Learning Mentor • Structured reflection and support • Clear expectations for improved future behaviour

NB: Most behaviour incidents will be managed through the Behaviour Pathway above. The purpose of the pathway is to support pupils to regulate their behaviour, reflect on their choices and successfully return to learning. Serious incidents may result in stages being bypassed.

Recording Behaviour Incidents

Staff are responsible for recording behaviour incidents accurately and promptly. Routine behaviour incidents are recorded on Arbor. Safeguarding-related concerns and serious incidents are recorded on CPOMS and referred to the DSL and/or SLT as appropriate

- Day-to-day behavioural incidents and patterns of behaviour will be recorded on Arbor.
- Safeguarding concerns, child-on-child abuse, bullying, discriminatory incidents and more serious behaviour concerns will be recorded on CPOMS and shared with the Designated Safeguarding Lead (DSL).
- Physical aggression, verbal aggression, racist incidents, sexualised behaviour, restrictive intervention, suspensions and repeated serious behaviour incidents must always be recorded and SLT notified.
- Parents/carers will be informed of significant incidents as appropriate.
- Senior leaders will regularly monitor behaviour records to identify patterns, trends and pupils who may require additional support.

IMPORTANT: SERIOUS INCIDENTS

The behaviour pathway may be bypassed for serious breaches of the Behaviour Policy.

Examples include:

- Physical aggression (hitting, kicking, punching, biting, spitting or throwing objects).
- Verbal aggression or threatening behaviour.
- Racist, discriminatory or sexualised language.
- Bullying.
- Deliberate unsafe behaviour.
- Serious damage to property.
- Any behaviour that places a pupil or adult at risk of harm.

Staff must:

1. Prioritise safety.
2. Use de-escalation strategies.
3. Seek support from SLT immediately.
4. Record the incident.
5. Inform parents/carers the same day.
6. Implement restorative and follow-up actions.
7. Review behaviour plans and risk assessments where required.

Physical and Verbal Aggression

Physical aggression includes hitting, kicking, punching, biting, spitting, throwing objects, attempting to injure others, or damaging property in a way that places others at risk. Verbal aggression includes threatening language, intimidation, abusive language, swearing directed at others, discriminatory language, or behaviour intended to cause fear, distress or harm. These behaviours are considered serious and may result in the behaviour pathway being bypassed.

Where a pupil displays physical or verbal aggression, staff must prioritise safety and take immediate action to de-escalate the situation.

1. Make the situation safe

- Give a clear, calm instruction to stop.
- Separate pupils where necessary.
- Remove other pupils from risk if required.
- Seek support from a senior leader immediately if the behaviour continues, escalates or poses a risk of harm.

2. Use de-escalation strategies

- Remain calm and use agreed behaviour language.
- Give short, clear instructions.
- Allow time and space for regulation.
- Follow any existing Behaviour Support Plan or Risk Assessment.
- Use restrictive physical intervention only as a last resort and in accordance with the school's Positive Handling Policy.

3. Assess the severity of the incident

- Low-level incidents may be managed through the Behaviour Pathway.
- Serious incidents involving aggression, threats, discriminatory language, deliberate unsafe behaviour or actions that place others at risk may bypass the Behaviour Pathway and be referred directly to SLT.

4. Record and report

- Record the incident on the school's behaviour recording system (Arbor or CPOMS).
- Record any injuries, damage, witnesses and actions taken.
- Inform SLT as soon as possible.
- Consider whether the incident meets safeguarding thresholds and requires reporting through safeguarding procedures.

5. Inform parents/carers

- Parents/carers of all pupils involved will be informed on the same day wherever physical or verbal aggression has occurred.

6. Repair and restore

- Once the pupil is calm and ready, staff will support reflection and restorative conversations.
- Pupils will be encouraged to understand the impact of their actions and identify positive strategies for future situations.
- Appropriate consequences and support will be implemented in line with this policy.

Repeated Physical or Verbal Aggression

Where a pupil demonstrates repeated aggressive behaviour, further intervention will be required to ensure the safety and wellbeing of all pupils and staff. Behaviour Support Plans and/or ABCFs will identify triggers, de-escalation strategies, reasonable adjustments, adult responses and review dates.

This may include:

- Review of behavioural incidents and identification of patterns or triggers.
- Notification of the Learning Mentor, SENCO and Senior Leadership Team.
- A Behaviour Support Plan and/or Risk Assessment.
- A Report Card and regular monitoring.
- Meetings with parents/carers.
- Referral to external agencies where appropriate.
- Consideration of internal reparation, suspension or alternative provision where behaviour presents an ongoing risk to the safety, welfare or learning of others.

Sanctions and Support

The school will always seek to understand the reasons behind behaviour and provide appropriate support. However, serious, aggressive, disruptive or unsafe behaviour may result in formal sanctions. Examples may include:

- Reflection time with an adult.
- Loss of privileges.
- Internal reparation.
- Report Card monitoring.
- Behaviour Support Plans.
- Suspension or exclusion in line with statutory guidance.

Where a pupil has identified SEND, the school will follow a graduated response and make reasonable adjustments where appropriate. Pupils will always be given opportunities to reflect, repair relationships and make improved choices. Each lesson and each day provides the opportunity for a fresh start.

All significant incidents and behaviour concerns will be recorded and monitored. Where behaviour becomes persistent or presents an increased risk, the Learning Mentor, Deputy Headteacher or Headteacher will be informed and a meeting with parents/carers will be arranged to agree next steps and additional support.

Exceptional Circumstances

It should be noted, that for some pupils with specific needs, reasonable adjustments will take place that means this policy will need to be adapted. For a small number of pupils with identified additional needs, reasonable adjustments may be required to ensure behaviour support remains appropriate and equitable.

Where a pupil requires significant adaptation to the Behaviour Policy, a personalised Behaviour Support Plan and/or Risk Assessment will be developed in partnership with parents/carers, relevant staff and external professionals where appropriate

Pupil Suspensions

For serious breaches of the school Behaviour policy, the Headteacher will follow 'School Suspensions and Permanent Exclusions' Procedures. The Government supports head teachers in using suspension as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, 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. The decision to exclude a pupil must be lawful, reasonable, and fair.

Following a suspension, parents/carers are invited to attend a reintegration meeting.

All suspensions and exclusions follow the statutory exclusion guidance updated in 2023:
School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

Reintegration meetings
We arrange a re-admission meeting usually on the day of your child's return to school. If this is not possible the meeting will take place prior to your child's return. It is essential that the meeting takes place before the child returns to school. At the meeting we will talk to you about why your child was excluded and how we can work together to ensure their successful return to school.

The school will make every effort to support pupils with challenging behaviour and to resolve conflict, however if it is necessary to exclude a pupil then the following procedures will be implemented:

Suspension & Exclusion Procedures

Suspension (Fixed-Term Suspension)
The Headteacher (or a member of the Senior Leadership Team acting in this role) has the legal authority to suspend a pupil for up to 45 school days in a single academic year. Suspension is a serious disciplinary sanction and will only be used in response to serious breaches of the school's behaviour policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The school will not use informal or unlawful exclusions, such as sending a pupil home without formally recording the suspension.

Suspensions will be for the shortest time necessary, and pupils will be given appropriate opportunities to reflect, repair and improve their behaviour before this sanction is used.

Arrangements for Suspension
1. Suspension will normally take effect from the end of the school day. In cases of serious risk to safety, it may take effect immediately.

2. Parents/carers will be informed of the suspension as soon as possible, usually by telephone, followed by formal written notification outlining the reasons, length, arrangements for return, and rights to representation.

3. Appropriate work will be provided for the first five days of suspension.

4. Where a suspension is for more than five school days, the school will arrange suitable full-time education from the sixth day, in line with statutory guidance.

5. A reintegration meeting will be held following the suspension to support a successful return to school.

Alternative Provision
In some cases, and in line with statutory guidance, the school may direct a pupil off-site to another setting (alternative provision) to support behaviour improvement.

Reduced Timetables
The school will only use reduced or part-time timetables in exceptional circumstances. Any arrangement will be agreed with parents/carers, time-limited, include a reintegration plan, and be regularly reviewed.

Permanent Exclusion
Permanent exclusion will only be used as a last resort and in line with statutory guidance on school suspensions and permanent exclusions. *In the unlikely event that it is necessary to apply the sanction of permanent exclusion, then the governing body will follow appropriate Local Authority procedures.*

Exclusion & Suspension Pathway

The Headteacher will make decisions regarding suspension or permanent exclusion on a case-by-case basis, taking into account the seriousness of the incident, the pupil's individual circumstances, and the impact on the safety and wellbeing of others.

LEVEL 1: Suspension

- Suspension, typically 1–3 days, issued in response to a serious breach of the behaviour policy
- Parents/carers informed as soon as possible on the day of the incident
- Formal written notification provided outlining reasons, duration and next steps
- Record of suspension maintained in line with statutory requirements

<u>Following suspension:</u>

- A reintegration meeting will take place with parents/carers prior to the pupil returning
- The Headteacher, SENCO and SLT will consider appropriate support, which may include an Individual Behaviour Plan and/or risk assessment

LEVEL 2: Fixed Term Suspension (3rd fixed-term suspension)

- Further suspension, typically 2–5 days, where behaviour concerns are repeated or escalating
- All procedures outlined in Level 1 will apply

<u>In addition:</u>

- The Headteacher will liaise with the Local Authority and/or Education Inclusion Officer
- A meeting may be arranged with parents/carers and relevant professionals to consider additional support and alternative arrangements, such as:
    - Targeted pastoral support
    - Alternative provision (off-site direction)
    - Managed move
    - Time-limited reduced timetable (in exceptional circumstances only)

LEVEL 3: Permanent Exclusion

- Permanent exclusion will be considered as a last resort, in response to a serious breach or persistent breaches of the behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of others
- Parents/carers will be informed immediately and in writing
- The Headteacher will notify the Local Authority and Governing Body in line with statutory guidance

General Principles

The school does not operate an automatic escalation system; each case will be considered individually In cases of serious incidents, the Headteacher may move directly to a higher level response where appropriate. **All decisions will be lawful, reasonable, fair and proportionate**

The Headteacher will usually work through Levels 1-3 in order. In the case of serious incidents, the Headteacher is authorised by the Governing Body to use whichever step she deems appropriate.

SUSPENSION & EXCLUSION PATHWAY
A VISUAL GUIDE

PRINCIPLES

- Decisions are made on a case-by-case basis, considering seriousness, individual circumstances and the impact on the safety and wellbeing of others.
- We do not operate an automatic escalation system.
- Our decisions are always lawful, reasonable, fair and proportionate.
- In serious cases, the Headteacher may move directly to a higher level response.

SERIOUS INCIDENT

Behaviour is assessed and deemed to meet the threshold for suspension or exclusion.

HEADTEACHER DECISION

Headteacher (or acting Headteacher) decides appropriate sanction based on evidence, risk and circumstances.

PARENT/CARER INFORMED

- Informed as soon as possible on the day
- Reason(s), duration and next steps provided in writing
- Right to make representations to the Governing Body

LEVEL 1

SUSPENSION (INITIAL OR OCCASIONAL)

- Suspension, typically 1–3 days, in response to a serious breach of the behaviour policy.
- Parents/carers informed on the day.
- Formal written notification provided.
- Record of suspension maintained in line with statutory requirements.

FOLLOWING SUSPENSION:

- Reintegration meeting with parents/carers before pupil returns.
- Consider appropriate support, which may include an Individual Behaviour Plan and/or risk assessment.

LEVEL 2

SUSPENSION (REPEATED OR ESCALATING CONCERNS)

- Further suspension, typically 2–5 days, where behaviour concerns are repeated or escalating.
- All procedures outlined in Level 1 will apply.

ADDITIONAL ACTIONS:

- Headteacher liaises with Local Authority and/or Education Inclusion Officer.
- A meeting may be held with parents/carers and relevant professionals to consider additional support and alternative arrangements, such as:

Targeted pastoral support	Alternative provision (off-site direction)	Managed move	Time-limited reduced timetable (in exceptional circumstances only)

LEVEL 3

PERMANENT EXCLUSION

- Permanent exclusion will be considered as a last resort.
- Used in response to a serious breach or persistent breaches of the behaviour policy where allowing the pupil to remain would seriously harm the education or welfare of others.

ADDITIONAL ACTIONS:

- Parents/carers informed immediately in writing.
- Headteacher notifies Local Authority and Governing Body in line with statutory guidance.
- The Local Authority manages the process from this point.

REMEMBER

Safeguarding is our priority in every decision.	All suspensions must be recorded and monitored.	We aim for reintegration and support at every stage.	Decisions must be lawful, reasonable, fair and proportionate.

IMPORTANT
No informal or unlawful exclusions. Students must not be sent home without formal suspension.

Use of Restrictive Intervention

Where a pupil's behaviour presents a risk of harm to themselves or others, or a risk of serious damage or disruption, staff may use reasonable force (restrictive physical intervention) in accordance with DfE guidance.

Restrictive intervention is any act which restricts a pupil's movement, liberty or freedom to act independently. This may include physical intervention, environmental restrictions or other measures used to prevent harm. Restrictive intervention will only be used as a last resort where there is an immediate risk of harm and where less restrictive approaches have been unsuccessful or are judged unlikely to be effective

All staff are aware of the guidance Restrictive interventions, including the use of reasonable force in schools (DfE 2026).

The use of restrictive physical intervention will only be used as a last resort. It will always be necessary, proportionate and reasonable.

Force may be used to prevent injury to a pupil or others, prevent serious damage to property, or prevent serious disruption to good order.

This school is committed to de-escalation as the primary response and to using the least restrictive option for the shortest possible time. Planning will proactively seek to reduce the need for intervention, particularly for pupils with SEND.

Any member of staff may use reasonable force where necessary; however, trained staff will be deployed wherever possible.

The following are not acceptable: use of force as punishment; any use likely to cause injury, pain or humiliation; or any action that could be considered degrading or unsafe.

Recording and Reporting: All incidents involving restrictive intervention will be recorded promptly and accurately. Records will include what happened, why the intervention was necessary, who was involved, actions taken and the outcome. Parents/carers will be informed as soon as reasonably practicable and, wherever possible, on the same day as the incident. Records of parental communication will be retained. All incidents will be reviewed by senior leaders and monitored to inform future practice, behaviour support plans and risk assessments. The Trust/governing body will review data relating to the use of restrictive interventions

Senior leaders will regularly review restrictive intervention records to identify patterns, trends, triggers, locations, times and pupils who may be experiencing restrictive intervention more frequently. This analysis will be used to inform staff training, risk assessments, behaviour support plans and strategies to reduce reliance on restrictive intervention wherever possible.

All incidents are treated as safeguarding matters. Repeated use of restrictive intervention involving the same pupil, concerns regarding staff practice, injuries resulting from intervention, or any pattern suggesting increased risk will be referred to the Designated Safeguarding Lead and reviewed in accordance with safeguarding procedures

Procedures for dealing with a child's dangerous behaviour:

1. Remove pupils at risk to a safe area using the safest route.
2. Give a clear, calm instruction to stop.
3. Allow time and space for the pupil to regulate under supervision.
4. Use restrictive physical intervention only as a last resort.
5. Once calm, move the pupil to a designated safe space and follow behaviour plans.
6. Ensure safety and continuity of learning for others.
7. Provide a structured opportunity for reflection and restoration.
8. Support the pupil to reflect when ready.
9. Complete incident records and share with the Headteacher & SLT.
10. Inform parents the same day and follow safeguarding procedures where needed.
11. Update records and review behaviour plans.
12. Conduct a staff debrief and review the incident.

Child-on-Child Abuse Section

All staff recognise that children are capable of abusing their peers. Abuse is abuse and must never be tolerated or dismissed as 'banter', 'just having a laugh' or 'part of growing up'. All forms of child-on-child abuse are taken seriously and will be responded to in line with safeguarding procedures.

All incidents of child-on-child abuse will be treated as safeguarding concerns. Staff must record concerns promptly on CPOMS and report them to the Designated Safeguarding Lead (DSL) without delay. DSLs will take responsibility for risk assessment, decision-making, and implementing appropriate interventions to support all children involved.

The school adopts a zero-tolerance approach to abuse and recognises the importance of early identification, intervention and prevention.

- Child-on-child abuse may include, but is not limited to:
- Sexual violence and sexual harassment (as defined in Part 5 of KCSIE)
- Physical abuse (e.g. hitting, kicking, shaking, biting, hair pulling)
- Child sexual exploitation or harmful sexual behaviour
- Sharing of nude or semi-nude images (youth-produced sexual imagery)
- Bullying and cyberbullying
- Initiation or hazing-type violence

The school will ensure that:

- All pupils feel able to report concerns and know they will be taken seriously
- Victims are supported, protected and never made to feel at fault
- Alleged perpetrators are supported to understand and change behaviour
- Appropriate sanctions are applied in line with behaviour and safeguarding policies

Staff must act immediately to challenge inappropriate behaviour, including sexist, sexual or harmful language, and must not normalise such behaviour.

The school takes a proactive approach to prevention through:

- PSHE curriculum and safeguarding education
- Consistent behaviour expectations and clear boundaries
- Staff vigilance in known hotspots and unstructured times

- Regular risk assessments and updates to supervision arrangements
- Promoting respectful relationships and equality

The school recognises that additional consideration must be given to pupils with SEND or vulnerabilities, who may be more likely to experience abuse or display behaviours associated with it. Individual risk assessments and behaviour plans will be used where appropriate.

All incidents will be reviewed by senior leaders to inform future practice and ensure effective safeguarding and prevention strategies.

Sexualised behaviour and sexualised language

The school has a zero-tolerance approach to sexualised behaviour and language. Any such behaviour is considered a safeguarding concern and will be taken seriously at all times.

Sexualised behaviour and language between pupils is not acceptable in any context. This includes, but is not limited to:

- Sexual comments, jokes, gestures or name-calling
- Sexually suggestive remarks or requests
- Physical contact of a sexual nature
- Sexual violence or sexual harassment
- Gender-based or sexist language
- Online sexualised behaviour or communication

All incidents will be responded to in line with Keeping Children Safe in Education, particularly Part 5, and the school's safeguarding and child protection procedures.

All staff must:

- Take all reports seriously
- Challenge inappropriate behaviour immediately
- Record concerns promptly (e.g. via CPOMS)
- Report concerns to the Designated Safeguarding Lead (DSL) without delay

All incidents will be treated as potential child-on-child abuse and managed through safeguarding procedures. Responses will be proportionate, appropriate and take into account the age, stage of development and understanding of the pupils involved. The school will adopt a victim-first approach:

- Victims will be supported, protected and listened to
- Victims will never be made to feel at fault or responsible

Follow-up actions will include appropriate support and intervention for all pupils involved, including both the victim(s) and the pupil(s) whose behaviour has caused harm.

Racism

Five Spires Academy is committed to promoting equality, diversity and inclusion. We actively promote race equality to ensure high expectations for all pupils and a culture free from discrimination.

We expect all pupils to learn in an environment where cultural, linguistic and ethnic diversity is respected and valued.

The school has a zero-tolerance approach to racism.

Racism is defined as any behaviour, language, attitude or incident—whether intentional or not—that discriminates against or harms an individual or group because of their race, ethnicity, nationality, culture or religion.

This may include (but is not limited to):

- Racist language, comments or 'jokes'
- Name-calling or stereotyping
- Exclusion based on race or ethnicity
- Online or social media abuse
- Microaggressions or discriminatory attitudes

All incidents are taken seriously and may be treated as safeguarding concerns where appropriate.

All staff must:
- Challenge racist behaviour immediately
- Record incidents accurately (e.g. via CPOMS)
- Report concerns to senior leaders

All incidents will be investigated, recorded, monitored and reported to governors in line with statutory expectations.

The school will ensure pupils are supported and that appropriate action, including restorative and educational approaches, is taken to prevent recurrence.

This approach is in line with the Equality Act 2010 and the school's duty to eliminate discrimination, advance equality of opportunity and foster good relations.

Bullying

Bullying is not accepted at Five Spires Academy and will be taken seriously at all times.

Bullying is defined as repeated, intentional behaviour that causes physical or emotional harm to an individual or group, often where there is a power imbalance.

Bullying may include (but is not limited to):

- Physical: hitting, kicking, or other forms of physical harm
- Verbal: name-calling, threats or abusive language
- Non-verbal: intimidation or threatening behaviour
- Online (cyberbullying): use of digital technology to harm or harass others

Bullying is often covert and may occur without adult awareness. All concerns will be treated seriously and addressed promptly.

All staff must:

- Challenge bullying behaviour immediately
- Record incidents accurately (e.g. via CPOMS)
- Report concerns to senior leaders

All incidents will be investigated, recorded and monitored. Appropriate support will be provided to all pupils involved, and restorative and educational approaches will be used to prevent recurrence.

Further guidance can be found in the Anti-Bullying Policy.

Strategies to prevent and deal with incidents of Racism and Bullying

Five Spires Academy fosters a strong culture of belonging and openness, where all members of the community feel heard, valued and respected, promoting mutual understanding and positive relationships.

The school will:

- Promote and celebrate diversity across the curriculum, fostering a strong sense of belonging for all pupils
- Address racism and bullying through PSHE, assemblies and wider curriculum
- Ensure pupils understand that racism and bullying are not tolerated and will be dealt with firmly
- Provide regular staff training to support consistent, high-quality responses
- Teach conflict resolution skills through PSHE
- Build a strong sense of community through inclusive opportunities
- Provide opportunities for cooperative play during breaktimes
- Offer appropriate support for pupils affected, including restorative approaches
- Work with pupils who display inappropriate behaviour to support understanding and change
- Engage parents/carers of all pupils involved
- Record and report racist incidents to governors in line with statutory expectations

Pupil voice is promoted through School Parliament, where representatives from each class contribute to the democratic life and development of the school.

Swearing

Any swearing is not acceptable at Five Spires Academy and must be challenged.

Staff will:

- Make clear that this language is not appropriate or acceptable in school
- Reinforce expectations for respectful communication
- Support pupils in choosing appropriate language

Where appropriate:

- Pupils will be encouraged to express how the language has affected them and set clear boundaries (e.g. that they do not wish to be spoken to in that way)

Persistent or more serious incidents of swearing will result in:

- Removal from the immediate environment
- Further support and intervention in line with the behaviour pathway

Swearing directed at others or of a discriminatory nature will be treated more seriously and may be considered a safeguarding concern.

Persistent anti-social behaviour

Where a pupil demonstrates persistent anti-social behaviour, the school will take a graduated and supportive approach. Parents/carers will be involved at an early stage and kept informed. Where appropriate, external agencies (e.g. Early Help, Behaviour Support or other professionals) may be engaged.

The school will implement individualised strategies which may include:

- A Behaviour Support Plan
- Risk assessment
- Targeted adult or pastoral support

All actions will be proportionate and aimed at supporting the pupil to improve behaviour, while ensuring the safety and wellbeing of others.

Monitoring and reviewing the Policy

This policy will be reviewed annually and relevant adjustments made as appropriate. Senior leaders will routinely monitor behaviour records, suspensions, bullying incidents, racist incidents and restrictive interventions to identify trends, evaluate the effectiveness of support and ensure consistency of practice across the school. Governors will receive appropriate behaviour information as part of their monitoring role.

Appendix 1 – Behaviour Language for Staff

Helping pupils feel safe, understood and 'held in mind'

LANGUAGE THAT REGULATES

- First this, then…
- I'll be thinking about how you're getting on… I'll be back soon.
- I wonder if you might be feeling… am I right?
- How can I help you with this?
- I know this is hard. You have two choices…
- I won't be here tomorrow… how can I help you with that?

BE SPECIFIC

- I like how you sat through assembly today.
- Well done for using your refocus time.
- I'm proud of how you managed in the playground.
- I can see you're persevering/trying hard —keep going.
- You're not quite ready—what do you need to do?
- Your body needs to move—let's go outside for 5 minutes.
- That isn't safe—let's try this instead…

BE REFLECTIVE

- It looks like you've been struggling… maybe this would help.
- I wonder if you are feeling upset today—am I right?

SHOW UNDERSTANDING

- I understand what you're saying.
- I hear what you're saying.
- You may be right… and yet our rule is…
- I understand… and I've noticed…
- Our rule is… and you're better than that.
- I noticed that…

AVOID

- Long explanations in moments of stress
- Confrontation or challenge
- "Why did you…?"
- Ignoring emotional need behind behaviour

Connection before correction

Remember, every interaction is an opportunity to regulate, support and teach behaviour.

BEHAVIOUR LANGUAGE FOR STAFF

Helping pupils feel safe, understood and 'held in mind'

LANGUAGE THAT REGULATES

- First this, then...
- I'll be thinking about how you're getting on... I'll be back soon.
- I understand you might be feeling... am I right?
- How can I help you with this?
- I know this is hard. You have two choices...
- I won't be here tomorrow... how can I help you with that?



START WITH CONNECTION

Be calm, present and curious.

BE SPECIFIC

- I like how you sat through assembly today.
- Well done for using your refocus time.
- I'm proud of how you managed in the playground.
- I can see you're persevering—keep going.
- You're not quite ready—what do you need to do?
- Your body needs to move—let's go outside for 5 minutes.
- That movement isn't safe—let's try this instead...



BE REFLECTIVE

- It looks like you've been struggling... maybe this would help.
- You seem upset today—am I right?



SHOW UNDERSTANDING

- I understand what you're saying.
- I hear what you're saying.
- You may be right... and yet our rule is...
- I understand... and I've noticed...
- Our rule is... and you're better than that.
- I noticed that...



AVOID



Long explanations in moments of stress



Confrontation or challenge



"Why did you...?"



Ignoring emotional need behind behaviour

Connection before correction

Remember, every interaction is an opportunity to regulate, support and teach behaviour.

Appendix 2 – Rewards

Role	Possible Rewards
All Staff	Verbal praise Sharing success with colleagues
Support Staff (Midday, TAs, Learning Mentors)	Verbal praise House points Certificates (where appropriate) Sharing success with teachers / wider staff
Teachers & Senior Leaders	Verbal praise House points Class rewards Certificates of Achievement Positive communication with home
Headteacher	Headteacher Awards Gold Star house points Attendance awards (weekly and termly) Prize box Celebration with families

Collective Rewards

Whole-class rewards are used to recognise and celebrate pupils' collective effort, positive behaviour and attitudes to learning.

- Each class earns a **weekly reward (approximately 10 minutes)**, agreed by teaching staff
- Rewards are based on **shared responsibility and teamwork**
- Classes should **agree rewards collaboratively** to promote ownership
- Rewards should be **varied and rotated** regularly to maintain engagement
- A **fair selection process** should be used each week (e.g. lolly sticks, spinner, tickets)

Examples of Class Rewards

- Quiet time (e.g. class reading with calm lighting)
- Creative activities (drawing, colouring, origami)
- Short games or challenges (e.g. puzzles, quizzes, word games)
- Additional playtime
- Responsibility opportunities (e.g. supporting younger pupils, helping in another class or area of school)

Appendix 3 – Behaviour Pathway Language



Appendix 4 – Example Reflection Sheet (KS2)

My Reflection Sheet (KS2)

FIVE SPIRES ACADEMY

My Name: _____

Date: _____

You have been given reflection time to think about your behaviour choices.

We will work together to find ways to make better choices for the future.

1. What happened?

☐ I was not following instructions

☐ I was talking at the wrong time

☐ I used unkind words

☐ I hurt someone (body or feelings)

☐ I was not staying safe

☐ Other: _____

_____

2. What was I thinking or feeling?

☐ angry

☐ worried

☐ frustrated

☐ excited

☐ not sure

I felt... _____

because... _____

3. Who was affected?

☐ Me

☐ Other pupils

☐ Adult

☐ The whole class

What happened to them?

---

4. Was this the right choice?

☐ Yes

☐ No

A better choice would have been...

---

5. Next time I will...

☐ Listen first

☐ Put my hand up

☐ Walk away

☐ Ask for help

☐ Tell an adult

☐ Take a break

My target: ---

Pupil signature: .....

Appendix 5–Report Card

FIVE SPIRES ACADEMY
BEHAVIOUR REPORT CARD

Pupil Name: _____ Year Group: _____ Date: _____

My Focus Targets This Week

1. _____

2. _____

3. _____

My Reward for Achieving My Targets _____

Day	Session 1	Break Time	Session 2	Lunch Time	Session 3	Session 4	Daily Comment / Next Step
Monday	○	○	○	○	○	○	
Tuesday	○	○	○	○	○	○	
Wednesday	○	○	○	○	○	○	
Thursday	○	○	○	○	○	○	
Friday	○	○	○	○	○	○	

Rating Key: Met Target / Partly Met Target / Did Not Meet Target

Total Successful Sessions: _____ out of a possible _____

Weekly Reflection

What went well this week?

What will I focus on next week?

Completed By	Signature	Date
Class Teacher:		
SLT:		
Parent / Carer:		

Appendix 6– Example Class Charter

A class charter poster clearly sets out shared rules, rights, and responsibilities to create a safe, respectful, and positive learning environment, and each year, teachers work together with pupils to collaboratively agree these expectations as a class.



Appendix 7–Restrictive Intervention Review Form

Purpose: To evidence review, safeguarding oversight, parental communication and actions to reduce future reliance on restrictive intervention.

Part A: Incident Details

Date	
Time	
Location	
Pupil Name	
Year Group	
SEND	
EHCP	
Staff Involved	
Witnesses	
Senior Leader Informed	
DSL Informed	

Part B: Description of Incident

What was happening immediately before the incident?	
What risk of harm was identified?	

Part C: De-escalation Strategies Attempted

Strategies tried before intervention	
Why were they unsuccessful?	

Part D: Restrictive Intervention Used

Type of intervention	
Duration	
Why necessary?	
Necessary / Reasonable / Proportionate / Last Resort?	

- ## Part E: Outcome

What happened afterwards?	
Any injuries?	
First Aid required?	

Part F: Pupil Voice

Pupil account	
How was the pupil feeling?	
What support may help next time?	

Part G: Parent/Carer Communication

Parent contacted by	
Date	
Time	
Method	
Outcome of discussion	

Part H: Safeguarding Review

Safeguarding concerns?	
DSL review completed?	
CPOMS reference	
Actions required	

Part I: Leadership Review

Was intervention appropriate? Were procedures followed? Any concerns about staff practice?

Part J: Pattern Analysis

☐ First incident

☐ Repeated incident

☐ Increasing frequency

☐ Emerging pattern

Emerging triggers, times, locations or contextual factors:

_____

Part K: Reducing Future Reliance on Restrictive Intervention

Learning for the pupil:

Learning for staff:

Learning for the school:

Action Plan

Action	Responsible Person	Target Date

Part L: Final Sign Off

Role	Name	Signature / Date
Staff Member		
Reviewing Leader		
Headteacher (if required)		

Leadership Checklist

☐ Incident recorded promptly and accurately

☐ Parent informed as soon as reasonably practicable

☐ DSL consulted where appropriate

☐ Injuries recorded and followed up

☐ Behaviour plan/risk assessment reviewed

☐ Actions identified to reduce future reliance on intervention