



Swaffham C of E Primary Academy

Behaviour Policy

With knowledge anything is possible

Our vision: To inspire children, their families and staff to
SHINE LEARN BELIEVE BELONG
so our children achieve their very best, leaving us as confident, happy,
resilient learners.

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Intent

We believe that in order to facilitate teaching and learning, positive behaviour must be demonstrated in all aspects of Academy life. We believe that all behaviour is a form of communication and expression, it is part of our ethos to ensure that every child feels safe to explore their emotional well-being in a thriving environment where their voice is heard. We believe in mutual respect and facilitating every child to be **ready, respectful** and **safe** to develop and grow throughout their educational journey.

We strive to inspire all children, families, staff and our wider community to **shine; learn; believe; belong** so that all children can achieve their very best and leave as confident, happy, resilient learners who relate positively to others and are prepared for life in the modern world.

The development of personal qualities, social skills and the fostering of socially acceptable behaviour are an integral aspect of our Academy's curriculum, alongside trauma informed practice and promoting positive mental health. We promote a caring, supportive Christian ethos to enable all members of the Academy community to feel secure, valued and respected. We have taken time to explore our school vision and values with our school community to determine 'how we do things around here'. We call this **The SPA Way** and this is a part of our taught curriculum.

The SPA Way		
We teach it	We model it	We achieve it
We follow The SPA Way We celebrate everyone's success We develop Inclusion and Risk Management Plans (IRMPs) to meet need We use a stepped-up approach to manage inappropriate behaviour We deliver consequences with dignity We have clear expectation in The SPA Way We are ready, we are respectful, we are safe		

Policy Aim

The Purpose of our SPA Behaviour Policy is to ensure a consistent and collective approach in supporting the social, emotional and mental health of every child, building emotional resilience, providing targeted support, modelling and use of explicit vocabulary to build the skills to problem solve, restore and repair, understand oneself and explore identity. We recognise and support Norfolk Flourish. The guidance for this can be found in appendix 6 in this policy. Through mutual respect, rigorous routines and targeted support when needed, every child can thrive to be able to express themselves in a healthy, safe way knowing they will be heard. This will improve behaviour and consequently, improve outcomes as children are ready to learn. It is vital that pupils feel their individual needs are considered and understood, this enables relationships to flourish and for children to feel confident and safe to express themselves.



Our Approach

Our approach aligns with the research of the Education Endowment Fund;

'Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school' (EEF, 2019).

We place great importance on sharing and teaching the behaviours we expect through **The SPA Way** and the value of child voice. We have adopted the Thrive Approach. This is a trauma sensitive approach to emotional resilience that promotes mental health and emotional well-being in children and young people. We believe that restorative conversations, building emotional resilience and a focus on self-reflection, self-worth, identity and pupil voice have the greatest impact on children's behaviour and their social emotional mental health.

Cause and effect are important life skills we model and teach our children. Our focus is on long term mental health and well-being and the tools to problem solve, restore and repair, to know oneself and to recognise emotions, understand how to process and express them in order to communicate effectively and build resilience, forgiveness, empathy and ultimately to flourish.

We are committed to:

- Promoting self-esteem, self-discipline and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Recognising and praising good behaviour
- Challenging and investigating poor behaviour
- Facilitating and supporting self-reflection, restoration and inclusion
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with families and outside agencies
- Developing strong relationships with pupils to enable early intervention and support
- Recognising that behaviour is a form of communication
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures
- Promoting a culture in which all pupils can achieve academically, spiritually and socially
- Embedding the core Christian values to enable our children to grow into generous, loving and caring adults
- Supporting our community to be mentally healthy and resilient
- Developing trauma informed practice and understanding that there are reasons behind the behaviours we see.

Recognising and Rewarding Positive Behaviours

We recognise that it is important to teach and model the behaviour we want to see and we create an environment, culture and ethos that support this. We create clear expectations with the children that are given particular focus at transition times throughout the year. Our curriculum is written to teach skills relating to behaviour and contains explicit work around mental health and wellbeing to allow pupils to understand their emotions and behaviours, and ways to express and regulate these appropriately.

We work hard to plan a well-structured environment to promote good behaviours, both in class and at other times, for example lunchtime, collective worship, PE:

- Adults are visible and well positioned to see pupils
- Rules are clear and regularly referred to
- We follow the SPA Way
- We incorporate WIN into our everyday language (see page 6 for more detail on WIN)
- Groupings and seating plans are planned to promote positive behaviours
- Pupils can see the front, screen, board or other teaching resources
- Movement is controlled.

Praise is key to making pupils feel valued and ensuring that their efforts are celebrated. When giving praise, adults ensure:

- They define the behaviour that is being rewarded
- Praise is deserved and reflects the need for recognition with attention paid to frequency
- The way in which praise is given is varied; making it child-centred to ensure we meet the needs of everyone's well-being



- Praise is related to effort and achievement, rather than only amounts of work produced.
- Perseverance and independence are encouraged
- The praise given is always sincere and is not followed with immediate criticism.

We also recognise that peer praise is also effective for creating a positive, fun and supportive environment so we encourage pupils to praise one another, and praise one another to adults if they see them modelling good behaviour. For example, our Prefects hand out an award very week in Celebration Worship to a pupil in the school who has shown the SPA Way.

The school has a number of options for rewards for pupils to encourage them to model the same behaviour again. We believe that these are class and situation dependent to meet the needs and maturity of the pupils so staff have a range of rewards they can use, including: awarding Class Dojo points (which can be seen by family members using the app); stickers; star of the day; reward certificates; messages home; responsibilities and privileges; recognition board (see below); certificates in collective worship.

We recognise that each class teacher will consider the age and needs of their cohort, and put in place purposeful praise and rewards to recognise good behaviour alongside our Recognition Boards and Class Dojos.

For praise to be effective, the school recognises that it needs to be:

- **Timely** - quickly rewarded following good behaviour.
- **Appropriate** - ensuring the reward is proportionate to the behaviour and the child achieving it.
- **Consistent** - consistently rewarded to maintain the behaviour.
- **Achievable** - keeping rewards achievable to maintain attention and motivation.
- **Fair** - making sure all pupils are fairly rewarded.

Recognition Boards are displayed in each classroom where teaching takes place with a focus target of the particular behaviour or learning skill(s) that the class as a whole is working towards.

Positive adult-pupil relationships are key to combating unacceptable behaviour. The school focuses heavily on forming these relationships to allow adults to understand our pupils and create a strong foundation from which behavioural change can take place. Pupils need consistency and fairness, especially those who have Adverse Childhood Experiences (ACEs) including trauma and mental health problems.

Our adults demonstrate this by:

- **Using good manners** including greeting all pupils and using please and thank you
- **Using a controlled and appropriate tone of voice** to suit the situation
- **Addressing the behaviour being shown, not the pupil themselves** therefore avoiding shame
- **Dealing with poor behaviour privately** to ensure respect for all involved, with personal follow up
- **Using positive language** such as “If you do... we can / you can...” rather than “If you don’t..., we /you will not...”
- **Allowing time and providing explanation** so pupils have a chance to process communication and understand the reasoning
- **Support and respect each other’s decisions** especially while the pupils are present
- **Being fair and consistent with rewards, sanctions and recording of incidents** to allow patterns to be detected and follow up to be put in place.

Supporting Pupils with behaviour

We recognise and understand that any child, at different points in their life, can experience challenging behaviour for a variety of reasons.

It is crucial that pupils know they are:

- Safe
- Heard
- Respected
- Understood
- Supported



- Valued and cared for

To get to the root of the behaviour is the most effective way of improving and supporting behaviour. All behaviour is communication and it is our duty of care and responsibility to support every child's mental health and well-being whilst setting boundaries and enabling every child to understand the purpose of a boundary and our SPA Way. In doing so we will enable every child to flourish into a happy, safe member of society who contributes effectively to their community.

At Swaffham Primary Academy we use a common, shared language:

W	I	N
I wonder	I imagine	I notice

Using WIN is a whole school approach that meets the needs of every child in our school day. It is the language we use in school every day to respond to children and to respond when a child is in crisis.

How we apply WIN

The application of and opportunities for WIN are limitless, but below are some examples of how we apply WIN with effective results.

W	I	N
I wonder if I could help you	I imagine you are feeling frustrated/angry/sad/confused*	I notice you have red cheeks and look hot
I wonder if you told me what happened, if we could then problem solve together	I imagine you need space to reflect on what had just happened	I notice you look angry* because I notice your fists are clenched**
I wonder if talking it through together might help	I imagine you feel not listened to right now	I notice you are not OK and I would like to listen and help
I wonder if it would help if we had a walk/drink	I imagine a restorative chat with each other would make you feel less frustrated/angry/sad*	I notice you need some support right now and I am here for you

*name emotion

**acknowledge body language/tone of voice

Our shared language also ensures that the language we use is not inflammatory, instead it serves to de-escalate and support children to become regulated.



We avoid uncomfortable, inflammatory language	The shared language we use serves to support de-escalation and regulation
violence dangerous	safe/unsafe
don't do that	we need to do this
why did you do that?	what could you do instead?
can you stop	when and then
don't do that	no thank you
please can you finish X	thank you for finishing X
stop talking	let's listen to each other my turn, your turn
attention seeking	seeking attachment
get out now	if you need to learn under the table right now, that's OK listen from there here's your learning we are learning here join us when you can
they never listen you don't listen	good listening looks different for different children you can listen there it's OK, I can check you are listening in a moment
don't swear	let's use kinder words what words could we use instead?
sit down now	2 choices eg you can sit in your chair or you can sit next to me, you can sit on the carpet or on a chair

Through our shared language children can be confident to know what to expect. Consistency is key to ensure that children feel safe and able to express themselves.



Examples of a script to use:

- *Use pupil's name*
- *I am here to help*
- *I can see something has happened*
- *I notice you are red and I wonder if you are hot, I imagine a drink would help*
- *I imagine when we talk you may feel better*
- *I wonder if we went for a walk and talk, if that might help*
- *Talk and I'll listen*
- *I am sorry you're not OK*
- *I would like to listen to you*



Our Thrive Practitioners are fully qualified to carry out assessments, action planning and small group and one to one Thrive sessions with identified pupils who need extra support with their social, emotional and mental health. We have chosen Thrive as it supports our ethos and child centred approach that social, emotional and mental health are at the heart of all we do and child voice is crucial to understanding and developing pupil's sense of self.

Pupil voice

Our approach to what is often referred to as Wishes and Feelings is very child centred. At the Academy we call this Pupil Voice. Different pupils respond in different ways when they discuss their feelings, thoughts and opinions. The broad approach of Pupil Voice allows for the discussion to be very child centred and not limited to how they feel now and what they wish to happen. This is child led with a familiar adult where children are encouraged to talk about any aspect of their lives, thoughts, feelings and emotions. Staff have had training on this and the flexible approach to Pupil Voice allows for a very open, child centred talk where the child feels valued and confident to use their voice.

Inclusion and Risk Management Plans

An Inclusion and Risk Management Plan may be put in place following Stage 3 behaviour, repeated Stage 2 behaviour or at the discretion of the SAFs team (see page 10 for detail on our SAFs team) in collaboration with the class teacher. See page 12 onwards for Stages of Behaviour. We use the Norfolk Steps Positive Behaviour



Plan as our model for this, alongside a risk management score which demonstrates progress. As part of the IRMP families are invited to meet regularly with the class teacher, where the child will attend, to discuss their progress and work towards next steps.

Restorative communication

Restorative conversations can happen during time outs/time away from peers/play. These conversations are modelled and supported by adults who ensure that pupils have a calm space to talk; a gazebo, a quiet room or the library are such examples. *Knowing* the child is important; for example, some children would prefer walking and talking, so these conversations can occur on a walk. Adults start the conversation off by letting everyone know that their voice is important and we will hear from everyone including the adult. Everyone will have the chance to talk and to listen and adults ensure this is explicit from the onset. Adults **offer**, “Who would like to speak first?”

- **model** ‘I feel X because X’.
- **reassure** children with understanding and empathy.
- **acknowledge** their feelings.
- **praise** children for taking part in the restorative conversation.
- **ask** them if they understand their peer’s feelings/response/thoughts.
- **put it to them**; what should we do next, what would you like to happen, what do you think should happen next? Pictures, writing and talk can all be used to support expression

Bespoke Provision

We have bespoke provision opportunities for pupils with complex needs.

Predictable learning environment

Our learning environments are effective as they provide children with the stability of a positive, predictable environment. Visual timetables are in every classroom with any deviation from routine discussed with the class. By following the SPA Way and our Thrive approach we ensure that we are promoting that positivity by valuing and supporting social, emotional and mental health as well as the predictability of routines and our Swaffham Primary Academy way.

Parallel Praise

By praising children for doing the right thing and acknowledging the SPA Way we are promoting positivity and highlighting good role models.

Pupils who may need adjustments

Our School Behaviour Curriculum can be seen through our **SPA Way** as well as our vision, values and Christian ethos. We understand that some reasonable adjustments may be needed for some children with special educational needs when it comes to behaviour. We also recognise that it may not just be a child with a special educational need who requires an adjustment, a child with recent trauma or experience of a change at home may also require an adjustment in the short term.

Being fair is not about everyone getting the same (equality) but it is about everyone getting what they need (equity).

The DfE Guidance on Behaviour states that:

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section ‘Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)’ (paragraphs 34-38). Schools should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Adjustments and behaviour support for pupils with SEND who require additional support for behaviour are as follows:



- 7Cs Graduated Approach with targeted behaviour outcomes and support
- Preventative measures (see below)
- In class support
- Alternative rewards/sanctions

Preventative measures

Some examples of preventative measures are as follows

- Adjustments to seating plans or line order
- Movement breaks
- Uniform adjustments
- Reasonable adjustments to the SPA Way, for example how to walk
- Seating in assembly, for example on a chair
- Sensory objects to hold during teacher input
- Comfort object from home or school to hold during class time
- Adjustments to a pupil's timetable, for example use of Now and Next board and targeted planning of time frames for teacher led activities

Our Student and Family Support Team (SAFs)

Our SAFs team is made up of 4 Designated Safeguarding Leads.

- Nicola Kaye: Headteacher
- Syreeta Rice: Deputy Headteacher and SENDCo
- Carla Curtis: Student and Family Support Lead
- Lauren Purple: English lead and Class teacher

The SAFs team support behaviour challenges that are cause for concern: repetitive and continuous level -3 and -4, and level -5

- Review and monitor behaviour trends across the school
- Support Pastoral Support Plans and Inclusion and Risk Management Plans
- Make referrals to external agencies as needed such as for Mental Health
- Support family meetings with class teachers around behaviour and building relationships
- Guide children from class/peer group when necessary
- Carry out exclusions as a last resort
- Advise and support behaviour strategies/management across the Academy

Our Response to Challenging Behaviour

At Swaffham Primary Academy we understand that the root of a behaviour challenge cannot be addressed through a sanction alone. We do understand sanctions can be effective at times. Our culture ensures we address the needs of the whole child and support their development. In order to support the whole child, address behaviour effectively and have a lasting impact we ensure that we delve deeper into a child's thoughts and feelings surrounding any challenging behaviour.

When we are presented with challenging behaviour we:

- Remain calm and patient
 - Ensure we have positive, open body language
 - Give the child space
 - Use and apply WIN
 - Consider if the child's basic needs are met: Are they hot? Do they need a drink? Would some fresh air help?
- Do we need to walk away?

Following this we decide which of the following is necessary:

- A restorative conversation, use of our restore and repair menu (appendix 2)
- Informing the SAFs team
- Speaking with the child's family
- Roots and Fruits pupil voice session: this could be 1:1, small group or whole class



For those children requiring additional support, we will meet with parents/ carers to put the following into place:

- Inclusion and Risk Management Plans
(see below for more detail)

How we know what the right response is:

Experience and professional judgement are key here; everything we do is child centred. Below are some examples of our responses. The examples are not an exhaustive list and at all times professional judgement and knowing the child will be considered, as well as the behaviour incident itself.

- Restorative conversations to problem solve a friendship fallout.
- Missed playtime is a sanction a lot of teaching staff use. Any missed play time should involve a restorative conversation, pupil voice or use of the restore and repair menu. Unless there is a safeguarding reason, children still need time outside for fresh air.
- Sanctions should always be appropriate to the child's age and meet their needs, if a time out is given for behaviour we advise 10 minutes for Y5/6, 5 minutes for Years 2/3/4. Reception and Year 1 will be down to the individual child. For SEND children professional judgement needs to be used at all times to ensure the child has an appropriate time for their development and SEND.
- Children are not to miss a whole class activity, session or treat as a sanction, unless it is deemed unsafe. In which case a risk assessment would be completed and discussion with the SAFs team and child's family will take place.

Roots and Fruits Session in class: this is a session based all around understanding what led to a child's behaviour. As part of our curriculum, all children have a whole class Roots and Fruits session outlining what we experience can impact how we feel and consequently how we act. Every class explores the use of the Blob Tree to express their emotions and how brains can become 'unplugged' when we experience dysregulation. As part of this work, children explore ways in which we can self-regulate. In addition to whole class sessions 1:1 Roots and Fruits sessions take place where appropriate. A Roots and Fruits session for an individual would involve discussing how they feel, through talk or use of the Blob Tree, as well as what led to their behaviour and techniques for self-regulation.

Behaviour Strategies: Levels of behaviour and actions

At Swaffham Cof E Primary Academy, we recognise that there will be times when children do not respond to positive praise procedures in place and that unacceptable behaviour will occur. In line with our Trust, DNEAT, we use levels to define a consistent, fair and graduated approach to responding to behaviour at all times. This approach will always be adapted to the child's age, to meet any special educational needs and to take in to account the child's current circumstances.



Level and behaviour	Actions
Level -5: All level -5 incidents marked S for safeguarding suspensions and permanent exclusions must have a corresponding investigation within the safeguarding system	
Discriminatory language / behaviour: ableist (S) Discriminatory language / behaviour: homophobic (S) Discriminatory language / behaviour: racist (S) Discriminatory language / behaviour: religious (S) Discriminatory language / behaviour: sexist (S) Discriminatory language / behaviour: social, emotional and mental health (SEMH) (S) Sustained verbal abuse / bullying (not online) (S) Sustained online verbal abuse / bullying (S) Child on child abuse (S) Attempting / leaving the school grounds without permission (S) Severe damage to school property (S) Spitting with intent Possession of a weapon or illicit object / banned item (S) Stealing Use of aggressive / violent behaviour with intent to cause deliberate injury (S) Physical assault on a pupil (S) Physical assault on a member of staff / volunteer (S) Harmful sexual behaviours (including sexual harassment / violence) (S) Drugs / alcohol / harmful substances (S) Level -5 other (S)	Use of WIN language Shared scripts The Blob Tree/pupil voice Follow Norfolk Steps de-escalation strategies Inform family Consider Pastoral Support Plan, Intervention and Risk Management Plan Inform SAFs/DSL team Log on CPOMs Log on Arbor as ‘-5’ Removal Missing a duration of play Family informed Inclusion and Risk Management Plan (Behaviour tracker forms part of this) and SPA Way Support Card and Positive Pyramid Pastoral Support Plan Restore and repair The incident would be investigated including gaining pupil voice. Consequence may include a suspension.



Level -4	
Persistent defiance Ongoing disrespect to adults / peers Inappropriate language or gestures (including swearing) Threatening behaviour towards peers Throwing equipment / objects (e.g. chairs, scissors) Level -4 other	Use of WIN language Shared scripts The Blob Tree/pupil voice Follow Norfolk Steps de-escalation strategies Inform family Consider Pastoral Support Plan, Intervention and Risk Management Plan Inform SAFs Log on Arbor – 4 Miss the entire play time (15 minutes) Miss a portion of lunch time play Removal If first -4 then consider: Family informed Inclusion and Risk Management Plan (Behaviour tracker forms part of this) and SPA Way Support Card and Positive Pyramid Pastoral Support Plan If persistent -4 then the above must be put into place. Restore and repair The incident would be investigated including gaining pupil voice. Consequence may include a suspension.
Level -3	
Persistent disruption of teaching and learning Use of mobile phone / smart watch on school site Potential bullying behaviours (not online) Potential online bullying behaviours Physical assault (e.g. pushing, rough play) Level -3 other	Use of WIN language Shared scripts The Blob Tree/pupil voice 10 minutes missed play time Check in with the pupil's well being/pupil voice.



Level -2	
Repeated refusal to work / follow instructions Dishonesty Name calling Minor physical assault (e.g. poking, pulling hair) Level 2 other	Thinking time in class 5 minutes missed play time Check in with the pupil's well being/pupil voice: The Blob Tree It is important to acknowledge the behaviour we want to see when the child shows this It is important to recognise the child may have a 'root' to the behaviours you see and explore what may have happened or how they may be feeling Restore and repair
Level -1	
Lack of attention Failure to follow instructions Low level disruption to learning (e.g. calling out) Disrespecting resources Level 1 other	Reminders of behaviour expectations Parallel praise Check in with the pupil's well-being: The Blob Tree It is important to acknowledge the behaviour we want to see when the child shows this It is important to recognise the child may have a 'root' to the behaviours you see and explore what may have happened or how they may be feeling

We recognise the importance of using age and need appropriate language when talking to children about the behaviours we want to see and what is not acceptable behaviour. In Reception, Year 1 and year 2 children learn about our Behaviour Colours. Behaviour includes all behaviour, including when we make good choices and can articulate and express ourselves in a healthy way. The behaviour systems in place are the same throughout our school, but the language we use will vary according to the child's age and any special educational needs. The language of 'coloured' behaviour supports our younger children to be able to articulate about behaviour and become more self-aware. Then, in Key Stage 2, depending on the needs of the child and their understanding of behaviour, language of behaviours colours can continue.



We adapt our language so that all pupils can understand the levels of behaviour and we do this through the use of colours. Below is an example of this. This can often be heard when working with the younger pupils.

Examples of GREEN BEHAVIOUR

- READY
- RESPECTFUL
- SAFE
- Following THE SPA WAY
- Being a kindness champion
- Being aspirational

Examples of GREEN CONSEQUENCES

Stickers or dojos

Star of the week

Positive praise

Examples of RED CHOICES (Typically Levels -4 to -5)

- Discriminatory language and behaviour
- Ongoing disrespect
- Inappropriate language including swearing with intent to harm
- Threatening behaviour
- Intentionally hurting another child or adult
- Absconding from the school site or attempting to abscond from the site
- Severe damage of the environment or attempted damage

Examples of RED CONSEQUENCE

Discussion with family either via phone or face to face

Appropriate sanction for the age/needs of the child to be determined by the class teacher

Roots and Fruits pupil voice session

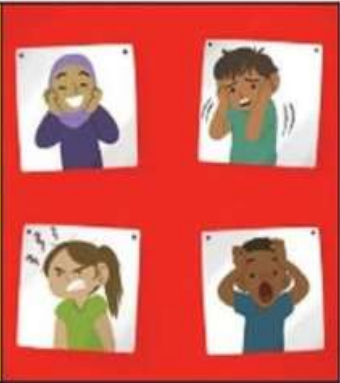
Incident would be investigated including gaining pupil voice. Consequence could include suspension.

Questions adults will consider at this stage: Does the child need a PSP? Does the child have/need an Inclusion and Risk Management plan? Does this need to be updated?



Another way we use colours is through the use of Zones of Regulation. As with all of our behaviour policy, this

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

can be adapted to meet the age and needs of the child or cohort. At our school, we use *Zones of Regulation* as a simple and consistent way for children to recognise and manage their feelings. The Zones help children of all ages and needs to express themselves, even if they find it hard to name a specific emotion.

The Zones use **colours** to represent how we might be feeling:



- **Blue Zone** – low energy emotions (e.g. tired, sad, unwell, bored)
- **Green Zone** – calm, ready to learn, happy and focused
- **Yellow Zone** – heightened emotions (e.g. worried, excited, silly, frustrated)
- **Red Zone** – very heightened emotions (e.g. anger, fear, out of control)

If a child can't say how they're feeling, they can point to a **colour** instead. Each Zone has strategies we use to help children manage their emotions safely and return to the *Green Zone*, where they are calm and ready to learn.

Every classroom has a **Zones of Regulation roadmap** on display, and the language of the Zones is used daily so that children can support themselves and one another.

This approach helps children:

- Develop emotional awareness and vocabulary
- Build strategies to manage big feelings safely
- Support one another in a positive and respectful way
- Be ready and able to learn



Bullying and Alleged Bullying:

Any reports of alleged bullying are passed to the SAFs team for full investigation and recording. Sanctions, restorative work and action plan shared with class teacher to implement and monitor. Please see the Anti Bullying Policy. All teaching staff ensure that the definition of bullying is understood through our curriculum.

Sexual Abuse, Harassment and Discrimination:

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Prohibited Items, Searching Pupils and Confiscation:

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or to cause personal injury to any person, including the pupil themselves; or To damage the property of any person, including the pupil themselves.

Headteachers and staff they authorise have the power to search a pupil or their possessions when they have reasonable grounds to suspect the child may have a prohibited item. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. The decision to use reasonable force is made on a case by case basis. Further information can be found in *DfE Searching, Screening and Confiscation Advice for schools*.

At Swaffham C of E Primary Academy, we will use the following procedures:

1. The search must be conducted with a member of the Wider Leadership Team present.
2. The member of staff must record in writing, on CPOMs, when and where the search took place, the grounds for the search and the outcomes of the search. The Headteacher will be informed via CPOMs.
3. Parents or carers will be informed as soon as possible about the search and the outcomes and items will be stored safely before being handed over to a family member or the police (where applicable).
4. If a child refuses to be searched, the parents will be informed that this is the case and the police will then be contacted for further support and guidance.

Behaviour off School Premises:

School staff are able to issue sanctions to pupils for misbehaviour outside of the school premises.

School staff may discipline pupils for misbehaviour off the school premises when the pupil is:

- wearing school uniform
- travelling to or from school
- taking part in any school-related activity
- in any way identifiable as being a pupil at the school



- awaiting entrance to school in the mornings

School staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- could negatively affect the reputation of the school
- could pose a threat to another pupil, a member of staff at the school, or a member of the public
- could disrupt the orderly running of the school

Teachers will impose the same behaviour sanctions for non-criminal behaviour which is witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises and parents / carers will be informed and involved.

Use of reasonable force:

As outlined in the DfE guidance, *'Restrictive interventions, including use of reasonable force, in schools April 2026'*, *advice for headteachers, staff and governing bodies*, "all members of school staff have the legal power to use reasonable force" (p.5). Reasonable force can be used to prevent or stop a pupil from:

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

You can find out more by reading our 'Restrictive Interventions Policy, including the use of reasonable force, restraint and seclusion'

Physical intervention, use of reasonable force or restraint, will only be used as a last resort and staff members will use their professional judgement of the incident to decide whether this intervention is necessary. Reasonable force can be used to prevent pupils from hurting themselves or others or damaging property. If this is needed, this is recorded on our 'Use of Force or restraint Incident' record, which is uploaded to CPOMs, and staff are supported after what can be a challenging situation. Families are informed of the incident, and specifically told what intervention was used. Follow up ensures the mental wellbeing of all involved is considered. At all times our focus and priority are de-escalation and supporting the child to regulate. We follow **Norfolk Steps**. Our Norfolk Step on Lead Practitioner is **Syreeta Rice**, (Lead DSL, DHT and SENDCo). In addition to all staff being Norfolk Step On trained, additional staff are also Norfolk Step Up trained.

Removal from class:

From the DfE *'Behaviour in Schools 2024'* it explains that "Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil." More information can be found in this guidance.

Seclusion:

Seclusion is defined in statutory guidance as a non-disciplinary, short-term safety measure and may only be used where a pupil is experiencing high levels of emotional or behavioural dysregulation and there is a serious and immediate risk of harm to the pupil or to others. In any cases of seclusion, this will always be recorded and reported to parents/carers. Further information can be found in the DfE guidance, *'Restrictive interventions, including use of reasonable force, in schools April 2026'* and the policy *'Restrictive interventions, including the use of reasonable force, restraint and seclusion'*. This will be recorded on our 'Use of Force or restraint Incident' record.

Suspensions and Permanent Exclusion:

We are deeply committed to ensuring all children can enjoy their education at our school, happily and safely.



Our headteacher will only use suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which children can learn and thrive. In implementing our protocols and consequences as set out in The Levels of Behaviour on pages 12- 15, children may receive a suspension often referred to as a 'fixed-term' exclusion for a set period of time.

In only the most severe cases will the school use fixed-term or permanent exclusion as a sanction for a child's unacceptable behaviour. These situations are always considered on an individual context basis and would always be following the full extent of a range of support strategies.

Exclusion, whether fixed term (now called suspensions) or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour Policy:

- Unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the pupil's behaviour
- Verbal or physical abuse of other pupils or Academy staff
- Aggression towards other pupils leading to the possibility of physical or emotional harm

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that suspension is an appropriate sanction. Most suspensions are of a fixed term nature and are of short duration. Parents are contacted immediately where possible. A letter will be sent home, on the same day if possible, giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Trust as directed in the letter. A return to school meeting will be held following the expiry of the suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate. In those rare incidences when a suspension arises as a consequence we will ensure that all possible sources of support are utilised to improve the situation for the child and family.

Where we identify a concern about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan, we will work in partnership with external professionals including The Norfolk Local Authority Inclusion Team and SEND Team to consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN or disability through calling an emergency EHCP review.

Where we identify a concern about the behaviour, or risk of suspension and permanent exclusion, of a pupil who has a social worker, we will inform their social worker and the pupil's parents to involve them all as early as possible in relevant conversations. Where the child is looked after or previously looked after, we will inform the Virtual School and social worker without delay and work in partnership with them to explore alternatives to suspension and permanent exclusion.

Permanent Exclusion

Under the Education and Inspections Act 2006, the headteacher will ensure all possible measures are taken to:

- promote, among pupils, self-discipline, and proper regard for authority,
- encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- secure that the standard of behaviour of pupils is acceptable,
- secure that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulating the conduct of pupils.

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.

The decision to exclude a pupil permanently is a serious one and is not taken lightly. The decision to permanently exclude a pupil should only be made 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 such as staff or pupils in the school.

The decision to permanently exclude a pupil in response to persistent breaches of the school's behaviour policy would represent the final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would



include persistent and defiant misbehaviour and could include bullying (which would include racist or homophobic bullying).

When a serious criminal act has been committed, the school will involve the police in any such offence eg: dealing drugs or bringing in an offensive weapon.

As with fixed term exclusions, parents will be informed in writing of the decision to exclude and their right of representation and appeal at a disciplinary committee meeting, to be arranged within 15 school days.

Roles and Responsibilities

The governing board has 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 calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school, including the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school and determining any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, families, pupils and governors at least once a year.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with Social, Emotional and Mental Health needs. Our Deputy Head/SENDCo is a qualified National Education Leader in Mental Health.

The SENDCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead to determine the strategic development of behaviour and SEMH 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 are responsible for:

- Creating an environment where all children can access learning, feel valued, safe and succeed
- Reviewing behaviour trackers on Inclusion and Risk Management Plans
- Contributing to or creating Inclusion and Risk Management Plans in collaboration with the SAFs team
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with families, the SENCO and the pupils themselves.
- Planning lessons to teach SEMH skills and address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.



- Being responsible and accountable for the progress and development of all pupils in their class.

All members of staff and volunteers are responsible for:

- Promoting, modelling and supporting the SPA Way
- Adhering to this policy and supporting pupils in adhering to this policy
- Promoting a supportive and high-quality learning environment
- Modelling high levels of behaviour and setting high expectations for every pupil
- Being aware of the signs of behavioural difficulties
- Being aware of the needs and support provided to any pupils with specific behavioural needs
- Keeping the relevant figures of authority up-to-date with any changes in behaviour
- As authorised by the head teacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

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

Families are responsible for:

- Supporting children in adhering to the school rules
- Informing the school of any changes in circumstances which may affect their child's behaviour
- To ensure children arrive on time for school and ready to work with appropriate equipment and clothing - including PE kit
- To encourage children to sort out difficulties in a positive way
- To encourage respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievement
- To encourage children to talk about school and listen to what they have to say each day
- To be responsible for children until they come into the school building
- To model positive and respectful behaviour, especially on school grounds
- To understand and support school policies with regard to learning and behaviour
- To encourage children to be independent and responsible learners.

Reporting and Recording

It is the responsibility of the class teacher to record behaviour on Arbor with a detailed account from the staff member who witnessed it.

Incidents in class: Arbor. The Class teacher will follow up on any sanctions, next steps or outcomes

Incidents at lunch or play time: SPA Incident Record forms found in the lunchtime first aid box. Once completed these go our SAFs Lead Carla Curtis. The class teacher will follow up on any sanctions, next steps or outcomes.

Incidents around the school: Arbor. The Class teacher will follow up on any sanctions, next steps or outcome

Beyond the school gates: all staff can report any incidents on Arbor or CPOMS, depending on the nature of the incident

Safeguarding concerns including all -5 behaviour: All staff CPOMS.

Accident/ near miss- iAM Complaint report- monitored by the headteacher/ School Business Manager

Inclusion and Risk management plans- regularly updated by class teacher and shared with parents/ carers- overall monitoring by the SAFs team

Use of force or restraint incident records: these need to go to the Headteacher. This includes the use of seclusion.

SPA Way Support Card and Positive Pyramid: in class. These can be shared and celebrated at IRMP reviews. They are kept to demonstrate progress. Class teachers are responsible for these.

MSAs and play time staff will:

- Apply WIN and our behaviour management strategies outlined in the policy
- Support the SPA Way



- Praise and reward positive behaviour
- Implement space/time away from peers/play. Use of the gazebo or walking around the outside area with the adult can be utilised. This must be accompanied by a restorative conversation, restore and repair unless the CYP needs space away to de-escalate in which case any conversation can occur when they are more regulated
- Facilitate restorative conversations and use of the restore and repair menu
- Communicate with the class teachers so they are aware of any behaviour(s)

Staff Support and Professional Development:

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable

behaviour to be managed consistently. The Senior Leadership Team will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs. The Senior Leadership Team will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

The following training is part of our CPD cycle:

- **Thrive**
- **Norfolk Steps**
- **Mental Health**
- **Trauma Informed School**
- **Cambridgeshire Community Mental Health**
- **Sensory Circuit and Zones of Regulation through Cambridgeshire Community Mental Health**
- **The 7Cs and strategies to support learners with SEND**

Monitoring, Review and Evaluation

This policy will be reviewed by the head teacher and Senior Leadership Team on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

Legal framework

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

- Education Act 1996
- Education Act 2011
- The Education and Inspections Act 2006, especially sections 93 and 93A
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Health and Care Act 2022
- The Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2024) 'Behaviour in Schools Guidance'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (Updated 2025) Promoting and supporting mental health and wellbeing in schools and colleges
- DfE (Published 2015. Updated 2024) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (Updated 13 July 2022) 'Searching, screening and confiscation'



- DfE (2024) Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- DfE (2022) 'Searching, screening and confiscation'
- DfE (2024) 'Behaviour in schools'
- DfE (2026) 'Restrictive Interventions, including the use of reasonable force, in schools'

Links to other policies

- Restrictive Interventions Policy, including the use of reasonable force, restraint and seclusion
- Anti-bullying Policy
- Safeguarding Policy
- SEND Policy
- Code of Conduct
- Complaint Procedures
- Smoke Free Policy



Appendix 1: The SPA Way

At Swaffham C of E Primary Academy, we develop children's character through the 'SPA Way Curriculum.' In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them.

The process for teaching behaviour explicitly is as follows:

Identify the routines you want to see.

Communicate in detail your expectations.

Practise the routines until everyone can do them.

Reinforce, maintain and patrol the routines constantly.

Teaching the SPA Way Curriculum

Our SPA Way Curriculum is taught explicitly during the first week of the Autumn Term alongside our wider curriculum. Children learn the content of our SPA Way Curriculum so that they can recall the information, act upon it and apply this independently demonstrating our values in action.

At the start of each term, the SPA Way Curriculum is re-visited with pupils and is continually reinforced throughout the year. In line with the rest of our curriculum, the SPA Way is taught using explicit teaching based on 'The Ten Principles of Instruction' set out by Barak Rosenshine including regular quizzing to strengthen memory retention.

All our staff also demonstrate these behaviours and ensure that pupils have many opportunities to practise these- particularly during the first few days of term.

For example, a lining up order should be taught in the classroom but must also be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

It is vital that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn.

Adapting the SPA Way Curriculum for Pupils with SEND

Whilst the curriculum is for all pupils, it will be applied differently in different year groups depending upon pupils' ages and may be applied differently depending upon pupils' specific SEND needs. For example, pupils with ASD may find it very uncomfortable to maintain eye contact with adults. Sensitivity must be applied at all times when teaching the SPA Curriculum.

Curriculum Content

Know that there are 3 core principles that underpin our expectations for behaviour:

Be READY to learn. Be SAFE. Be RESPECTFUL



Know the following examples of these 3 core principles:

READY to learn	SAFE	RESPECTFUL
Arrive on time to school In the correct uniform Sit still in class Fantastic Listening Give the teacher 100% of your attention Work hard Be in the right place at the right time	Walk at all times in the school building and on the way to places in school Fantastic Walking Safe play Quiet voices in corridors and classrooms Tell an adult Be seen Responsible	Say please and thank you Hold doors open for adults and peers Talk kindly to other pupils Say good morning/ good afternoon to adults Wait your turn Share

To know that:

Everyone is different and may have a different opinion to you about something.

Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.

Know that we walk around the school using **Fantastic Walking** to keep everyone safe in school and to make sure that we are not disturbing the learning of others.

Fantastic Walking means

- Facing forwards
- Walking at a steady pace
- In a straight line
- With hands behind your back
- Without talking.

Know that we use **Fantastic Listening** in class to ensure that everyone is able to learn without distractions.

Fantastic Listening means

Face forwards

Sit up straight

Never interrupt

Look at the person talking (teacher)

Know that following **READY RESPECTFUL SAFE** is recognised by having your name put up on the Recognition **Board** and that this is logged by your teacher and contributes to our whole school reward policy.

Know that pupils who do not follow our core principles of READY, RESPECTFUL and SAFE will have a consequence for this.

Manners

Know that you should always say 'please' when you are asking for something.

Know that you should always say 'thank you' when you receive something or someone does something nice for you.

Know that you should let any waiting adults through a doorway first before going through yourself.

Know that you should say 'good morning/ afternoon' to adults if spoken to.

Know that it is polite to give eye contact to the person you are talking to.

Know that it is important to show gratitude to others by thanking people for what they have done for you.



Playtime Behaviour

Know that you must walk from your classroom to the playground/ dinner hall using Fantastic Walking.
Know that you must play safely without hurting anyone.
Know that we do not 'play fight' as we might hurt someone by accident.
Know that you must be kind, by including people in your games and by sharing equipment.
Know that someone who is kind behaves in a gentle, caring and helpful way towards other people.
Know that when called, you must line up in your lining up order quickly.

Classroom Routines

Know the order that you always line up in.
Know who you stand in front of and who is behind you.
Know that you should line up without leaning against the walls while moving around school.
Know the routine for entering the classroom and getting ready to work.
Know where you sit in class during lessons (including 'carpet places')
Know the routine for handing out exercise books in the classroom.
Know where to hang up your coat/ put your packed lunch and water bottle in the classroom.
Know that you should try to only go to the toilet at playtime or lunchtime.
Know to get equipment out ready for the lesson and to look after it.
Know that any deliberate damage to school equipment will incur a consequence.
Know how to put your hand up quietly to answer a question or participate in discussion.
Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.
Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.
Know that answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer.

Lunchtime

Know where you line up for lunchtime when you are called.
Know where you sit in the dinner hall during lunchtime.
Know that you should use a quiet voice in the dinner hall.
Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)
Know that you should finish what you are eating before leaving your seat.
Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.
Know that you must not walk about in the dining hall- just when getting food, water and tidying away slop.

Completing work in books:

Know how to set out work in books according to - DUMTUM
Know that each piece of work needs a date and title.
Know that you must use 'one square, one digit' when writing in maths books.
Know how to underline titles using a ruler.
Know how to correct mistakes by drawing a straight line through your work.

School Uniform

Know that we are very proud of our school and our school uniform should be worn to show that pupils belong to Swaffham C of E Primary Academy. Jewellery
Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch.
Know that earrings must be covered with a plaster for PE or taken out. Know that this is their responsibility and not their teacher's/ other school staff.
Know that hair should be tied back for PE and ideally during the school day too.
Bringing items to school



Know that items such as footballs, toys, trading cards should not be brought to school unless this has been arranged and agreed by a member of staff as part of a club/ event- in which case families will have been written to.

End of the Day Routine

Know that they must not go home until the teacher has checked that the correct adult is picking them up.
Know that these procedures are put in place to keep all children safe at home time.

Attendance and punctuality

Know that you must try to attend school every day.
Know that you must try to arrive at school on time every day.
Know that attending school on time every day is important so that you don't miss important learning.

Behaviour Outside of School

Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.
Know that you should be considerate of other people arriving and leaving school.
Know that being considerate means thinking about other people's needs, wishes and feelings.
Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.
Know that the SPA Way Curriculum must be followed at all times
Know that all pupils follow the SPA Way Curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.

Pupil Leadership Roles

Know that there are lots of opportunities for leadership and responsibility within our school including The School Council, The Eco Warriors, Prefects, Sports Leaders, Lunch Time Friends, Librarians and other roles.
Know that pupils in roles of responsibility must be good role models for other pupils and are expected to have excellent behaviour in class and around school



Restore and Repair Menu

Showing someone that you are sorry through restore and repair is powerful. At Swaffham Primary Academy we know we have that power, courage and compassion to show others we can do right, by restoring a relationship, friendship or trust and repairing an environment, provision or mistake. These are examples of how we might restore and repair, but not an exhaustive list.

Pay a compliment

By taking the time to consider a great quality or talent a person is, and telling them, this demonstrates how you can see their strengths. We all have strengths, talents and good qualities. We all find things tricky or challenging. We all need help. We all shine. By acknowledging what good you see in someone else you show you care and help to restore and rebuild trust.

Create

By putting the effort and time in to create and make a card, a picture, craft you are showing that you care a lot about restore and repair that you have given your time and thought to make something just for that person.

Be a helper

You could ask the member of staff if you could help them that day or that week with any jobs such as tidying the classroom or helping put equipment away. The same will work with a peer; helping them with their learning or tidying their desk is an act of kindness and will show them the power of the sorry.

Buddy up

Play with someone at play time or lunch time, offer to play a game of their choice, be a friend to them, ask them how they are or what they like to do. Show interest in them, their likes and interests. This will show you care.

Check ins

Daily check ins go a really long way to show someone how much you care about restoring and repairing your mistake. We all make mistakes, but showing we are sorry and we care has so much more power than just saying it. Take time out of every day that week to 'check in' with a *Good Morning, how are you? Did you sleep well?*

Write it down

By taking the time and effort to write a note, card, letter or postcard you are showing how much you value that person and how important it is to restore and repair.





Appendix 3: Behaviour Levels

Level	Level 1 Behaviours that can offer some challenge	Level 2: Behaviours that Challenge	Level 3: Behaviours that challenge and potentially harm	Level 4: Behaviours that challenge and harm	Level 5
Behaviours	- Lack of attention - Failure to follow instructions - Low level disruption - Disrespecting resources	- Refusal to follow instructions or complete work - Dishonesty - Name calling - Minor physical assault such as poking or pulling hair	- Persistent disruption - Use of mobile phone or smart watch - Potential bullying behaviours on or off line - Physical assault such as rough play	- Persistent defiance - Ongoing disrespect - Inappropriate language - Threatening behaviour - Throwing equipment	- All level 5 incidents marked S for safeguarding, suspensions and permanent exclusions must have a corresponding investigation within the safeguarding system - Discriminatory language/behaviour - Sustained verbal abuse/bullying – on or offline - Child on child abuse - Leaving or attempting to leave school site without permission - Severe damage to school property - Intent to cause injury - Physical assault with intent - Harmful sexual behaviour - Use of or possession of harmful substances
Strategies	Misbehaviour can be effectively managed by the adults present Actions: - WIN - Positive, open body language - Calm tone of voice - Offer a drink/fresh air (consider if the child is hot/thirsty/comfortable) - Use of Blob Tree Adults will use one or a number of the following strategies, taking the incident and maturity of the child into account, for levels -1 to -3: - REMINDER - BE CURIOUS - PUPIL VOICE - POSSIBLE SANCTION - RESTORE AND REPAIR				



Adults will use one or a number of the following strategies, taking the incident and maturity of the child into account for levels -3 to -5:

- REMOVAL
- SPACE
- ROOTS AND FRUITS SESSION
- PARENT / CARER INVOLVEMENT
- INCLUSION & RISK MANAGEMENT PLAN
- BEHAVIOUR TRACKER
- PSP
- REFERRAL
- RESTORE AND REPAIR

Script for disruption to learning:

Use pupil's name. I wonder if you are OK today. It is really important that all of the children can hear this learning, after I wonder if we can check in with you? Let me know if that is something you would like, but for now let's all listen to each other and at the moment it is my turn.

Script for dysregulated child:

Pupil Name

I can see something has happened

I am here to help

I wonder, imagine, notice

Talk and I'll listen

I wonder if we have some space and you have a drink, if that would help, then you can talk and I will listen

Script on welcoming a child back into class:

Thank you for joining us, nice to see you, I am glad you are here, could you help us with this?

Resources to support:

SPA Way Support Card

Positive Pyramid

Pastoral Support Plan

Inclusion and Risk Management Plan

The Blob Tree

Roots and Fruits analysis

Reflection on feeling 'unplugged' and how we can self-regulate.



Response and sanction	Reminders of behaviour expectations Parallel praise Check in with the pupil's well-being: The Blob Tree It is important to acknowledge the behaviour we want to see when the child shows this It is important to recognise the child may have a 'root' to the behaviours you see and explore what may have happened or how they may be feeling	Thinking time in class 5 minutes missed play time Check in with the pupil's well-being/pupil voice: The Blob Tree It is important to acknowledge the behaviour we want to see when the child shows this It is important to recognise the child may have a 'root' to the behaviours you see and explore what may have happened or how they may be feeling Restore and repair	10 minutes missed play time Check in with the pupil's well-being/pupil voice: The Blob Tree Thrive Practitioner support Restore and repair	Miss the entire play time (15 minutes) Miss a portion of lunch time play Work in isolation If first -4 then consider: Family informed Inclusion and Risk Management Plan (Behaviour tracker forms part of this) and SPA Way Support Card and Positive Pyramid Pastoral Support Plan If persistent -4 then the above must be put into place. Restore and repair	 Behaviour at lunch time would warrant Reflection Time during the next day's lunch Family informed Inclusion and Risk Management Plan (Behaviour tracker forms part of this) and SPA Way Support Card and Positive Pyramid Pastoral Support Plan Restore and repair
Responsibility	Class teacher Support staff HLTA	Class teacher Support staff HLTA	Class teacher Support staff HLTA	Class teacher Support staff HLTA Class teacher to inform SLT/DSLs for consideration of further support/intervention. SAFs liaison to be the first point of contact.	Class teacher to inform SLT/DSLs for consideration of further support/intervention. SAFs liaison to be the first point of contact.
Recording and Reporting	Arbor - 1	Arbor -2	Arbor -3	Arbor -4 If incident forms are required or pupil voice forms then the correct forms must be used at all times.	CPOMS Arbor level -5 (add what the -5 links to in free text section on Arbor) If incident forms are required or pupil voice forms then the correct forms must be used at all times.



Appendix 4: SPA Way Support Card

My Spa Way Support Card

My Goals	
If I do not meet these goals, these are my consequences:	If I do meet these goals, these are my rewards:
1.	1.
2.	2.
3.	3.
My Support Card will be reviewed on:	
When I no longer need a SPA Way Support card this will happen:	
My signature:	
My teacher's signature:	



My Spa Way Support Card (this can be adapted to suit the child's goals)

	Morning Session 1	Morning Session 2	Break time	Morning Session 3	Morning session 4	Lunch
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Instructions

Your SPA Way Support Card will be checked by an adult at the end of each session. Code (to be chosen by child and teacher) eg

😊 = goals met

🙂 = goals almost met

Leave blank = goals not met

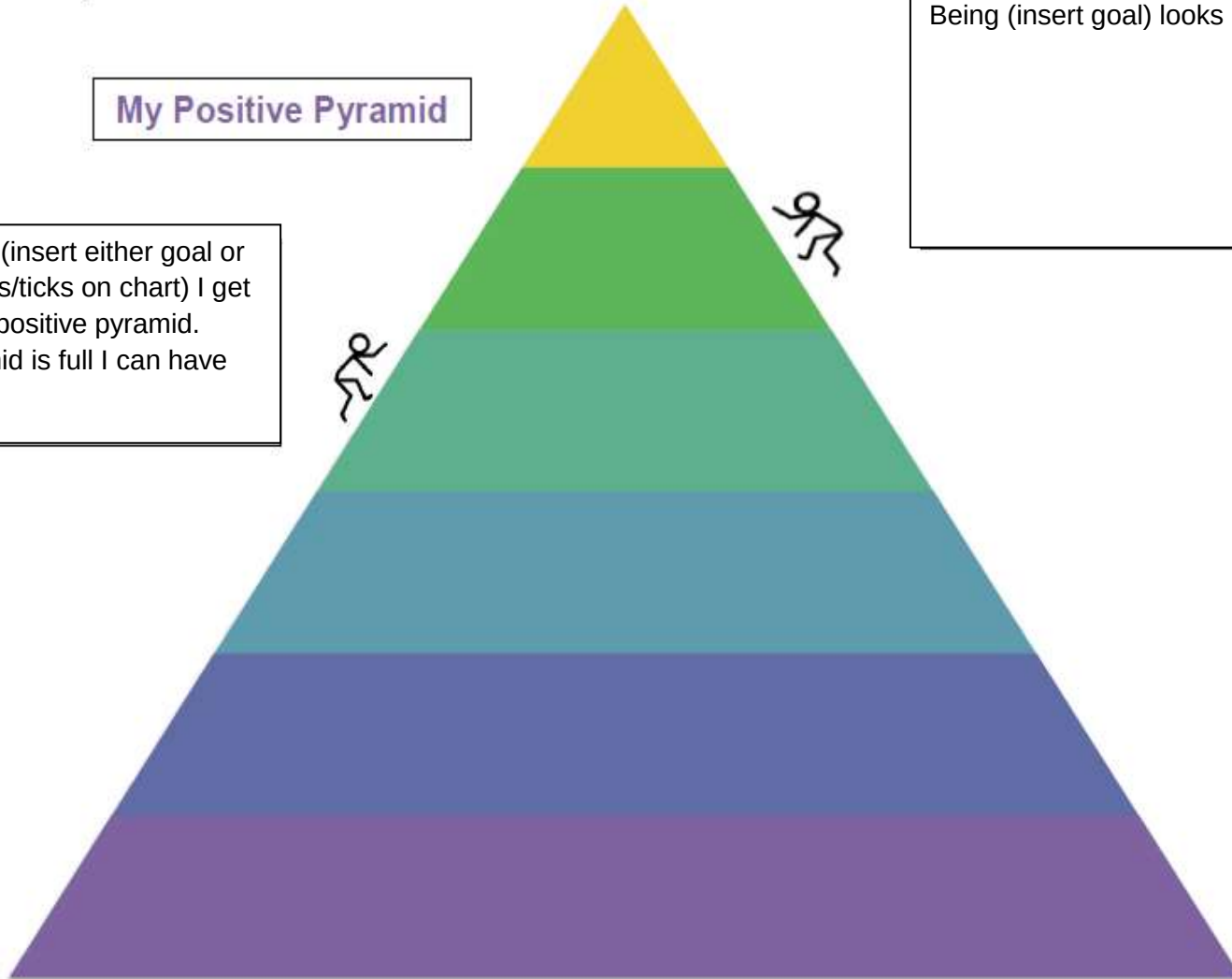


Appendix 5: Positive Pyramid

My Positive Pyramid

Every time I get (insert either goal or number of smiles/ticks on chart) I get a sticker on my positive pyramid. When my pyramid is full I can have (insert reward)

Being (insert goal) looks like:



Appendix 6: [Norfolk Flourish](#)

Family and friends

- Children and young people are safe, connected and supported through positive relationships and networks

Learning

- Children and young people are achieving their full potential and developing skills which prepare them for life

Opportunity

- Children and young people develop as well-rounded individuals through access to a wide range of opportunities which nurture their interests and talents

Understood

- Children and young people feel listened to, understood and part of decision-making processes

Resilience

- Children and young people have the confidence and skills to make their own decisions and take on life's challenges

Individual

- Children and young people are respected as individuals, confident in their own identity and appreciate and value their own and others' uniqueness

Safe and secure

- Children and young people are supported to understand risk and make safe decisions by the actions that adults and children and young people themselves take to keep them safe and secure

Healthy

- Children and young people have the support, knowledge and opportunity to lead their happiest and healthiest lives

Norfolk's ambition is to ensure every child can and does flourish and we support this through our culture of:

- pupil voice
- understanding that all behaviour is communication
- restore and repair focus
- enabling children and young people to develop their problem solving and ways of expressing themselves confidently
- working with and supporting the whole family

Through mutual respect, rigorous routines and targeted support when needed, every child can thrive to be able to express themselves in a healthy, safe way knowing they will be heard. This will improve behaviour and consequently improve outcomes as children are ready to learn. It is vital that pupils feel their individual needs are considered and understood, this enables relationships to flourish and for children to feel confident and safe to express themselves.

