



# SPIRE JUNIOR SCHOOL

## BEHAVIOUR POLICY

### 2025

<b>Summary</b>	This document details the school's approach to behaviour management		
<b>Originator</b>	Headteacher	<b>Date:</b>	
<b>Responsible Governor</b>		<b>Responsible Committee</b>	

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## Our School Rules



Our school rules are designed to be all-encompassing and clear for all. These rules will be continually referenced to by staff. Our school rules are:



## Our Behaviour Principles

1. Consistent, calm adult behaviour
2. Recognition for good conduct
3. Relentless Routines
4. Emotion Coaching conversations
5. Restorative follow-up

These 5 pillars are used as structure for our behaviour plan and as framework for explaining to staff, parents and other stakeholders how behaviour is managed in our school. The pillars give the right balance between consistent practice and allowing reasonable adjustment for all staff to deploy different teaching styles, approaches and personalities.

## Routines: (This is how we do it at Spire)

1. **We believe in starting each day on a positive note.** Therefore each child will be welcomed into the classroom, by the adult teaching the child that day. Children are



then expected to sit down and begin a task that has been prepared for them and receive a breakfast if they wish.

2. **We believe on ending each day on a positive note.** Therefore all children will be seen out of the classrooms and corridors with a parting positive comment, a well done on something which has happened in the day, or a wish for a good evening.
3. **Children are exposed to positive interactions throughout the day.** This can be from staff to peers, peers to peers or staff to staff. Attention should be drawn to this. It should not be assumed that children automatically know what is expected of them, and instead these skills are taught, modelled, recapped and celebrated.
4. **Uphold routines throughout the school day.** Once the bell or whistle goes to signal the end of break / lunch, children will be expected to stand still. Staff will then walk into school with their class, one class at a time.
5. **First reminders always refer back to being 'Ready, Respectful and Safe'.** This may be to an individual, group or class, and draw attention back to the positive behaviour.
6. **Each class will have a 'Recognition board'** (easily accessible and prominently displayed) which will be used to positively recognise children who are exhibiting desired social behaviours or learning behaviours. The recognition board fosters a positive inter-dependence in the classroom, but there is no prize or material reward. At the end of the day / week the aim is for everyone to have their name on the board. (Once on the board, children should not be taken off.)
7. **We aim to recognise excellent behaviour or standards** by marking it with positive recognition for children who go over and above. Recognition could include an invitation to the weekly 'Hot Chocolate with the Head', a text home, a note home, a phone call, or publicly praised during our weekly Celebration Assembly. (Each member of staff to action one of these at least once a week) Visitors & supply staff are asked to also recognise children who go over and above.
8. **We put effort into getting to know and understand our children.** We appreciate that children have a variety of needs when it comes to regulating their emotions, understanding consequences and accepting praise. Therefore, we work as a staff force to support individual children in ways which are most suitable to them, whilst still keeping in line with our behaviour policies and principles.

## Praise and Recognition at Spire

Praise and recognition at Spire are essential elements of our behaviour policy, to encourage children with proportional external rewards, as well as to develop an intrinsic desire to make good choices. This includes:

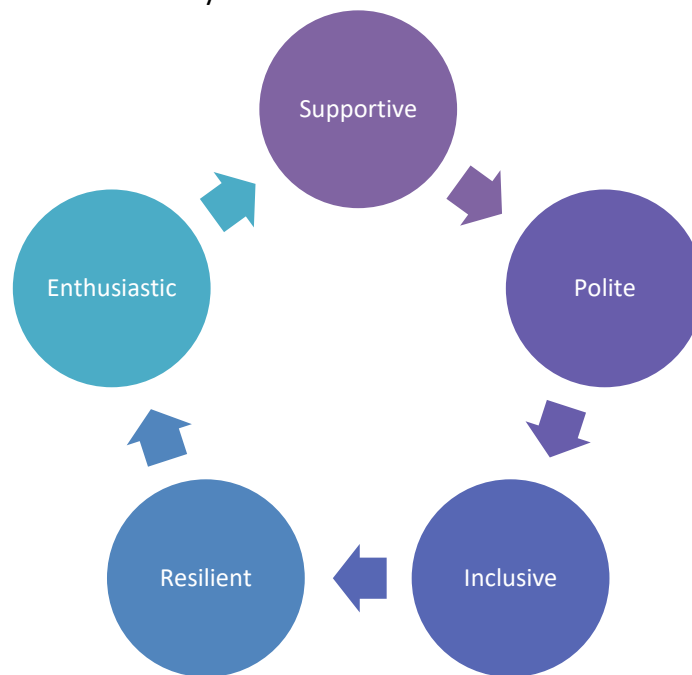
- Phone calls, messages or post cards home
  - Stickers or badges
  - Certificates and awards



- Baking and craft activities
  - Extra breaks
- Hot chocolates with the head
  - Celebration assemblies
  - Trips and visits
- Special invites to lunch clubs / activities

### SPIRE-always

We also seek to praise and reward our SPIRE-always children, through giving them recognition, opportunities and experiences in recognition of them going 'above and beyond' These are children who are always:



Children who are recognised throughout the year as being 'SPIRE-always Children' will receive a badge with our SPIRE values on. This will give the children an automatic pass into our end-of-year treat, which is voted on by our school council.

### To ensure consistency from staff we will aim to:

- Ensure staff receive training on behaviour management techniques, neurodiversity awareness, emotion coaching techniques, understanding of Adverse Childhood Experiences and trauma-informed practice.
- When children escalate take them back to the original behaviour before you deal with the secondary behaviours.
- Manage escalating inappropriate behaviour with an emotionless, almost scripted response.
- Use phone calls and positive notes home to reinforce your positive certainty.



- Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
- Resist the temptations to deal with minor indiscretions with high level sanctions.
- Aim to deliver and execute sanctions on the same day so that every child can start each day with a clean sheet.
- Deliberately noticing something new about each child
- Focussing positive attention on effort not achievement
- Stopping yourself from telling the children how their negative behaviour makes you feel
- Introducing more non-verbal cues
- Focussing positive recognition on those going over and above
- Ending the lesson / day with positive reflections every time

### The behaviour plan (5 step plan)



#### **Advice:**

A reminder of the three simple rules (ready, respectful and safe). Delivered privately, wherever possible give take-up time for pupil to absorb what has been said.

#### **Reminder:**

A clear verbal caution given verbally wherever possible, making the child aware of their behaviour, and outlining that there will be consequences if the behaviour continues. 'Think carefully about your next steps. I know you can make the right decision'.

#### **Warning:**

Deliver a micro-conversation privately to give a final opportunity to engage. Use clear, choice vocabulary when you are speaking to children about their behaviour: 'If you choose to stay on task throughout this activity, you can be certain that I will catch you and give you praise and reward. If you choose to ignore the routine / make a house under the desk / you can be certain that you will receive a sanction that I will enforce.'

#### **Time out:**

Deliver a micro-conversation which recognises that it is the choices which have been made which have led to this point, not the child 'being naughty'. For example, 'I have noticed that you have chosen to ignore me. Every choice has a consequence. Take yourself outside for \* minutes to reflect'. This will involve the child spending a maximum of 5 minutes outside the classroom. This is a time for the child to calm down, breath, look at the situation from a different perspective and compose themselves.



### **Repair:**

This might be a quick chat at break time in the yard, or a more formal setting. It may not be necessary to include all of these questions every time, though the discussion should follow a past, present future approach – discussing what happened, how they / others are now and what could or should happen next.

### The restorative conversation:

What happened?  
What were you thinking at the time?  
What have you thought since?  
How did this make people feel?  
Who has been affected?  
How have they been affected?  
What should we do to put things right?  
How can we do things differently in the future?

### **How to lead a restorative meeting**

- Reserve enough time for the meeting.
- Where possible, be 'on their level' rather than showing a physical superiority.
- Don't nit-pick uniform, coat, hat and so on at the beginning of the meeting. It will simply re-affirm the hierarchy and set the meeting off in the wrong direction. It is difficult to tell someone off one minute and then elicit an honest, calm and thoughtful rear view of their own behaviour next.
- However irritated you were/are with the behaviour that provoked the meeting, try to focus on the outcome you want.
- Have a physical object for the pupil to focus on if this is deemed appropriate – drink, pen and paper, restorative widget diagram (below) fiddle toy etc.
- Leave the office / classroom door open while you have the meeting.
- Be careful not to use judgemental language. It will taint the conversation and encourage a purely defensive reaction in the child.
- Resist any interruptions with 'This is a really important conversation– can I see you later?'
- Resist the urge to take copious notes. It makes the pupil feel that their every word is being recorded and is not conducive to thinking and speaking freely. Mark any necessary CPOMs with 'restorative conversation with (staff name)'.
- Ending the meeting well. Plan how you are going to bring things to a conclusion. Take care not to open up other business at the close.

### Escalating and secondary behaviours



There may be occasions where the behaviour policy has been followed and behaviour continues to escalate, or where a choice has been made which needs more specific intervention.

**Option 1 (when the child is emotionally calm):** The child works in another class until the end of the lesson, and returns after the next natural break. Children should be offered a seat in the class without a public conversation regarding why. A restorative conversation may be offered by the teacher in the designated class before returning, unless the original staff member has asked to be present / lead this conversation. At this level, SLT or pastoral staff may not be involved, but parents or guardians should be informed verbally / by phone if this happens.

**Option 2 (when the child is dysregulated):** If the child is unable or unlikely to settle in a classroom, they will be supervised until calm by a member of SLT or the pastoral team. Staff will use their Emotion Coaching and Attachment and Relationship Awareness training to talk to or interact with the children in order to help them regulate. Alternatively, if a relational plan or escalation curve is in place for the child (usually following external agency support), this will be followed. A restorative conversation will occur between the child and the appropriate adults. At this level, SLT and the pastoral team should be aware – behaviours and actions should be recorded on CPOMs. Parents or guardians should be informed verbally / by phone / invited into a meeting to discuss.

If there are concerns about a child's safety outside of the contained school environment, and a risk assessment (including reasonable adjustments) highlights a need to do so, off-site visits will be temporarily suspended for the child. Safeguarding remains our highest priority at Spire Junior School.

### **Managing secondary behaviours**

Staff to focus on the original behaviour and not to deal with secondary behaviours at the same time, these can be revisited at a later time.

- Don't bite back
- Refuse to chase secondary behaviours / engage in argument
- Use choice if you can but not if it inflames the situation
- Resist the urge to bring up past misdemeanours
- Don't follow when they walk away (unless you have to due to safety)
- Swap adults as and when needed – a fresh face is sometimes welcome or necessary.
- Remember you're the adult, focus on the outcome you want not the argument
- Ask questions and try not to make accusations
- Focus on what is happening next
- Whenever possible move the children to a private space out of public view
- Shift to listening mode



## Use of Reasonable Force and Other Restrictive Interventions

Spire Junior School firmly believes that the principles which underpin our behaviour policy (consistent, calm adult behaviour; recognition for good conduct; relentless routines; emotion coaching conversations and restorative follow-up) are key to a safe, calm and positive environment for all.

However, we must equally acknowledge that 'There are times when the use of reasonable force and other restrictive interventions will be lawful; for example, to keep individuals and the wider community safe' Section 93 of the Education and Inspections Act 2006.

Therefore, Spire Junior School acknowledges that there may be times when Reasonable Force or Restrictive interventions are necessary (DFE definitions below). If these are used, they will be recorded and shared with the appropriate parties as necessary.

### **Reasonable Force:**

Physical contact by a member of staff on a pupil to control or restrain their actions / movements. Reasonable means using no more force than necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

### **Restrictive Interventions:**

Any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or seclusion. Restrictive interventions may or may not involve the use of reasonable force.

For further information, please see: <https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonable-force-guidance/>

Although all staff retain the right to use physical intervention in the interests of safety (Section 93 of the Education and Inspections Act 2006), our school has accessed Positive Handling training through Securicare for the staff named below:

- Mrs Charlotte Vernon
- Mr Ian Burbidge
- Mrs Laura Harrison



In addition to physical intervention, there may be times when staff have to search, screen and confiscate goods from a pupil which is a vital measure to safeguard pupils and staff. 'Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions when they have reasonable grounds to suspect that the pupil may have a prohibited item'. A list of prohibited items can be found in the Department for Education 'Searching, Screening and Confiscation Advice for Schools' document. Only the headteacher, members of the Senior Leadership Team or Pastoral Team can carry out a search.

For more information, please see:

[https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching\\_\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf)

## Parents

We believe working with parents effectively is key to ensuring calm and consistent behaviour. We aim to recognise excellent behaviour and share this with parents. However, if there is a serious behaviour incident then parents will be invited into school to attend a restorative meeting.

Where behaviour plans, part-time timetables, Alternative Provision or other external agencies or involvement is needed, these will always be discussed with the child/ren's parents or carers.

## Behavioural and Social, Emotional and Mental Health Support

### Within School

Spire Junior School prides itself on being able to offer a range of in-school supportive strategies, schemes and interventions to help children stay regulated and uphold our Spire values. These include, though are not limited to:

- Inclusive practice and Quality First Teaching
- Nurture
- Forest School
- Emotional Literacy Support
- Anger Gremlins / Anxiety Gremlins
- Lego Therapy
- Outdoor Play and Learning (OPAL) lunch time provision
- Meet and Greet
- Rainbow Room (sensory room)
- Ocean Room (breakout space)
- Drawing and Talking
- Dedicated Pastoral staff team



- Support from SENCO (Miss Leah Sharman)

## Use of outside agencies

The school may call upon the services of the following to help address a child's behaviour difficulties:

- Educational Psychologist
- School Nurse / Doctor
- CAMHs
- Inclusion Support Advisory Service
- Inclusion Response Advisory Service
- Positive Play
- Virtual School
- Social Care
- School Nurse

## Information on fixed term suspension and permanent exclusion

'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school' (Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Guidance, August 2024).

### Fixed term suspension

Pupils whose behaviour continues to cause concern and do not respond to the support provided may be suspended for a fixed term. This will be internal initially (in school) but will escalate to external, fixed term suspensions if unwanted behaviours continue or worsen. Pupils whose behaviour is dangerous, violent or judged extremely unsafe will also be suspended for a fixed term. Outside agencies will be involved if necessary.

When the pupil returns the school will set further targets for improvement and to avoid the next stage. If no progress is made following fixed term suspension then formal warning of the move to permanent exclusion will be given. The school will seek advice from the LEA for alternative options such as managed moves or part time timetables.

### Permanent Exclusion

The Headteacher will exercise their duty to permanently exclude a pupil when they feel that:

- There has been a serious breach or persistent breaches of the school's behaviour policy



- 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 school will follow DfE's guidance on permanently excluding pupils.

## Appendix 1: Attachment and adverse childhood experiences (ACES)

The experiences we have early in our lives and particularly in our early childhoods have a huge impact on how we grow and develop our physical and mental health, and our thoughts, feelings and behaviour. Two important factors to think about when considering our mental wellbeing are the quality of our attachment relationships and our experience of ACEs.

We believe as a school that children's mental health, social and emotional understanding, development, and experience have a huge bearing on children's behaviour. We also believe that having strong relationships at home and school, with understanding staff and adults around children can really support this. As such our school ethos, policy and procedures around behaviour are centered in the belief that children are not bad or naughty, but a product of their life experiences and relationships. If we can make a child feel safe and secure, cared for and priorities, we can show them a better way to behave.

### Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

### Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life. Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions. The emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

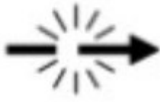




### Reflect

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures). Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general. Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means



and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

## Appendix 2: Restorative conversation crib sheet

 <p>What happened?</p>	
 <p>How were you feeling?</p>	
 <p>Who has been affected?</p>	
 <p>How can we make this right?</p>	
 <p>What have we learned from this?</p>	