



Sprites Primary Academy Behaviour Policy

September 2026

– to be read alongside the Anti-Bullying Policy – available on our website

Keeping Children Safe in Education is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Where circumstances arise that endanger the safety of a pupil or staff member, the school must act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be an environment where good behaviour is expected, and all children enjoy their educational journey. At Sprites we believe that there are no limits on what children can achieve.

The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. Our school has an important role, in partnership with the family and wider community, in nurturing mutual respect, a sense of responsibility and a positive work and behaviour ethic.

Our policy sets out to ensure that everyone; pupils, their families, staff and visitors to our school understands and adheres to school expectations, ensuring Sprites is a productive place to learn. We recognise the effect a calm, organised and productive atmosphere has on a child's learning, self-esteem and health.

We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.

Aims and Objectives of our Behaviour Policy

- To promote a positive ethos of learning and respect for others where all groups of children make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity.
- To enable children to show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons.
- To promote excellent attitudes to learning.
- To help children become highly adept at managing their own behaviour.
- To foster a culture of responsibility for actions and consequences.
- To reward positive behaviour individually, in the class, in the playground and during assemblies.
- To provide a clear, systematic and consistently applied structure of rewards and consequences towards positive and inappropriate behaviour respectively.
- To monitor behaviours and collect data. This will allow us to be proactive at providing support and coaching.
- To promote and model positive behaviour for citizens of the future

At our school we value and respect others. These expectations are essential if we are to have a safe and productive learning environment. We teach children about British Values (Democracy, The Rule of Law, Liberty, Mutual Respect and Tolerance) and reference these during restorative conversations or reintegration meetings where appropriate.

Child on Child Sexual Violence and Harassment - Harmful Sexual Behaviour

Sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable. All pupils are encouraged to report such behaviours and these are recorded on CPOMS. (CPOMS is the schools safeguarding recording system) Following any report of child-on-child sexual violence or sexual harassment offline or online, Sprites follows safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5 and act swiftly.

Pupils are taught about healthy relationships through our PSHE/RSHE curriculum, pastoral support is available and proactive strategies such as worry boxes in classrooms

Staff are aware of the whole school approach to harmful sexual abuse. All staff inform the Headteacher/Designated Safeguarding Lead of any concerns. The police are informed of sexual violence and a Multi-Agency Referral Form is completed immediately if required. Senior Leadership Meetings always include safeguarding on the agenda. As well as a national harmful sexual behaviour support service, Suffolk has their own service offering advice, assessment and intervention.

Behaviour incidents online

The way in which pupils relate to one another online has a significant impact on the culture at school. Negative interactions online damages the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. At Sprites, we are

clear that, even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. When an incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the designated safeguarding lead (or Alternate). The UK Council for Internet Safety provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people, we will follow this. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. At Sprites, we will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile Phones

Pupils may bring mobile phones to school, particularly as they get older in Key Stage 2 and walk home unsupervised. These are handed to the class teacher at the start of the day and picked up at the end of the day. Pupil mobile phones are not to be used in Breakfast Club or in After School Club.

Suspected criminal behaviour

In cases when a member of staff suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented on CPOMs, and we will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure that any further action we take does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. This must be proportionate.

Detailed guidance for schools can be found in Searching, screening and confiscation at school.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

School Systems and Social Norms: A Behaviour Curriculum.

Expectations at Sprites

We have 3 main expectations:

To be: Safe, Polite and Aspirational

- **We are *SAFE* –**
 - We move around school in a safe manner.
 - We follow instructions to keep ourselves safe.
 - We use equipment safely.
 - We stay safe online and make safe choices in our community.
 - We stay where we are expected to be, so adults can keep us safe
- **We are *POLITE* –**
 - We listen when others speak and we respect the property of our friends and the school.
 - We respect that other people have different ideas, beliefs and backgrounds to our own.
 - We respect that people may look different and have different needs but we all feel the same emotions.
 - We respect the law and the expectations of school and society.
- **We are *ASPIRATIONAL* and ready to learn –**
 - We arrive at school on time.
 - We have the correct uniform and PE kit.
 - We have our equipment ready.
 - We show that we are listening and our minds are ready to try our very best.

Advice for staff on strategies for promoting positive behaviour

All staff are asked to treat children fairly and sensitively, to listen to them, to hear both sides of any disagreements and help children sort problems out in a reasonable way. (using restorative justice techniques)

Staff should aim to organise life in the classroom in such a way that children always know what they should be doing and are able to work successfully at tasks appropriate to their level of ability. Within such a secure structure, we are able to ensure that all children understand and can adhere to what is expected of them in terms of their behaviour.

- Problems are normal when children are learning and are testing the boundaries of acceptable behaviour; don't overreact, deal with situations in a calm & constructive manner.
- Success is measured not by the absence of problems, but by the way we deal with them.
- All staff should adopt the school policy of rewards and consequences.
- Acceptable standards of behaviour, work and respect depend on all staff setting a positive example.

- Good order is achieved by setting high standards and applying expectations firmly and fairly.
- Build and develop relationships and communicate effectively to avoid misunderstandings.
- Shouting to manage behaviour is never acceptable.
- React to problems appropriately.
- Address the problem.
- Avoid confrontation.
- Listen.
- Establish the facts.
- Judge only when certain.

Out and about around the school

Informal contact can contribute to good standards of behaviour.

Ensure good behaviour by taking the initiative at every opportunity.

Expect to:

- Deal with all inappropriate behaviour– even of those pupils are not in your class-to ignore it is to condone it.
- Arrive to collect your class before the bell goes at the end of break or lunch.
- Help adults on duty to maintain discipline.
- Walk your pupils around the school calmly and quietly so that they arrive ready to learn.
- Greet pupils when you see them. Have a friendly word with them whenever you can.
- Maintain appropriate standards of speech, manner and dress.
- Be models of appropriate behaviour.
- Address problems.
- Avoid confrontation.
- Listen.
- Establish the facts.
- Judge only when certain.
- Use consequences sparingly.
- Shouting is never acceptable.

Encourage pride in the school

- Insist on a clean and tidy room.
- Teach and encourage tidiness. Insist on a litter free environment.

- Leave equipment, furniture and resources in the right place after lessons.
- Keep displays/working walls fresh, current and attractive.
- Keep your teacher area tidy and uncluttered as a model to pupils.
- Deal promptly with poor behaviour– **to ignore is to condone.**

In the classroom

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect.

Expect to:

- Use the 'silent signal' to gain children's attention. Our silent signal is a raised hand.
- When you address the class insist on eye contact & pencils down.
- Never shout. Shouting is never acceptable.
- Be on time to collect your class and start lessons on time.
- Be prepared for the lesson with all your resources in place.
- Have a well organised classroom. (notices, labels, resources etc)
- Have high teacher expectations set at realistic levels for each child.
- Give clear instructions.
- Keep everyone occupied and interested, adapt learning for children at all levels of ability.
- Use praise for all good behaviour.
- Give more attention to children for positive behaviour than negative.
- Involve children in decision making.
- Point out that it is not OK to steal other people's learning time.
- Feedback on work promptly and constructively.
- Maintain working walls.
- Take all bullying, including cyber bullying, racism and unkind behaviour seriously.

At lunchtimes

To promote positive behaviour:

- Children are supervised when they are lining up for lunch.
- Children are supervised as they are eating.
- Children are supervised as they move to their playground.
- Children are supervised as they play.
- Lunch staff use the agreed positive behaviour promotion strategies & consequences, including restorative justice.

Zones of Regulation

Zones of Regulation is used across the school.

Every class displays zones which displays a range of emotional states in different coloured zones. Pupils are explicitly taught to recognise their state of emotion and link these emotional states to their readiness to learn. Furthermore, all pupils are taught to apply different strategies in order to regulate their emotions, when needed, so that they are enabled to learn effectively and maintain good mental well-being. We encourage our class staff to reflect on what may be the underlying issues that drive or trigger behaviours in pupils, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way.

Rewards for meeting/exceeding expectations

- Praise.
- Postcards.
- Phone call home.
- Friday Assembly
- Cheers.
- Learning on celebration board.
- Dojo points

Good work

- Positive verbal & written feedback.
- Use as a model for the rest of the class.
- Showing work to another class/teacher/the Leadership Team.
- Work shared with parents via class dojo
- Dojo points

Strategies to support positive behaviours

- Hand up to get attention, get all children to copy – silent signal
- Use of cold calling
- Using music / counting during transitions.
- Display photographs of how you would like behaviours/the environment to look-modelling expectations.
- Use of calm – lyric free music during independent learning.

Consequences for not meeting expectations

At our school adults never shout at children.

Shouting at children doesn't work in terms of improving their behaviour and makes adults appear silly and undignified.

You have implemented the school positive behaviour reward system in your class. Despite this, someone behaves inappropriately. What can you do about unacceptable behaviour?

Numerous drive bys to have taken place before stepped consequences

1. Stop and wait
2. Reminder of the expectation
3. Second reminder using the script (see examples below)
4. Time out
5. Restorative Conversation

Wording to support conversations

- I've noticed that....
- The expectation is....
- Thank you for listening.
- Improve....
- Is making the right choice and has....

Restorative Questions

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

Low level inappropriate behaviour If a child has been given reminder 1 & 2 and timeout has been used

Behaviour consequences at this stage must be recorded on CPOMS at the end of each day. Phase Leaders/Leadership must be copied in.

- Always follow up by meeting with the child to discuss their inappropriate behaviour. (Restorative justice)
- Always meet with child's parents to discuss the child's inappropriate behaviour.
- State the problem & give specific examples.

Remember...when you meet with a child's parent, always record on CPOMS and copy in the Phase Leader/Leadership Team.

More serious inappropriate behaviour in lessons

All of these sanctions need to be discussed and agreed with a member of SLT/ELT

Meet with child to discuss their behaviour.

- Meet with the child's parents to discuss their behaviour (include Phase Leaders)– Be clear about the serious nature of the issue. Use any /a combination of the following:
- Allocate the child a 'special' isolated place within the classroom where they can't interfere with others learning. This will take the form of their own table facing the wall.

- Organise indoor lunchtime arrangements for the child.
- Organise special arrangements to help the child move around the premises safely.
- Instigate formal behaviour monitoring using a daily report record.
- Refer the child to external agencies for behaviour support.
- Refer the child to the EWO if lateness/attendance problems are an issue.
- Move the child to work in a different class for a specified period of time.
- Suspend the child for a fixed term (HT will make this decision)
- Place the child on a reduced timetable. This must be reviewed regularly. (at least fortnightly and should be for no more than 6 weeks)
- Exclude the child permanently. If the inappropriate behaviour involves an absolute refusal to follow an adult's instructions, rudeness to a member of staff or presents a danger to others or themselves, the adult must send a message to a senior leader for assistance immediately. The HT is accountable for making this decision.

Inappropriate behaviour during break times/lunchtimes

1. The person on duty must remind the child once that their behaviour is inappropriate and it must stop. If the inappropriate behaviour persists during that breaktime...
2. Explain clearly to the child exactly what it is about their behaviour that is inappropriate. Sit the child on a bench for a short period (usually five minutes). Make sure you let the child know when they may leave the bench. If the inappropriate behaviour continues to persist during that breaktime...
3. Explain clearly to the child exactly what it is about their behaviour that is inappropriate. Sit the child on the bench for the remainder of break/ lunchtime. Write a behaviour record on CPOMs clearly & briefly detailing the child's inappropriate behaviour and the consequences imposed.

The behaviour record must be on CPOMS by the end of the school day with Phase Leaders/HT/Deputy Headteacher copied in.

The class teacher must meet with the child to discuss their inappropriate behaviour.

The class teacher must meet with the child's parent to discuss the child's inappropriate behaviour. If the inappropriate behaviour involves an absolute refusal to follow an adult's instructions, rudeness to a member of staff or presents a danger to others or themselves, the person on duty must send a message to a senior leader for assistance immediately. A member of SLT will always be on duty.

Persistent inappropriate behaviour during breaktimes/lunchtimes

The person on duty must inform a senior leader of the nature of the persistent inappropriate behaviour. Together, the senior leader and class teacher may use a selection of the following sanctions:

- Preventing the child from using specific equipment at playtimes/lunchtimes for a specified length of time.

- Moving the child to a different playground for a specified length of time.
- Withdrawing the child from the playground for a specified length of time.
- Arc time to 'predict and prevent'. (sending the child to the Arc for the duration of breaktime/lunchtime)
- Place the child on a reduced timetable (This must be reviewed regularly) The class teacher and a senior leader must meet with the child's parent to discuss the child's inappropriate behaviour.

What is a behaviour record (recorded on CPOMS)?

Behaviour records are a form of communication between school staff. Behaviour notes are a record of inappropriate behaviour that may form part of a more comprehensive record of a pupil's behaviour. These are recorded on CPOMS under the heading of behaviour.

What are behaviour records on CPOMS used for?

Together, class teachers, support staff and senior leaders use behaviour records to inform their discussions about patterns in a child's behaviour and make decisions about sanctions/support etc.

What happens to the behaviour records on CPOMS?

- SLT reads them daily (Please alert HT on CPOMS)
- The records create a chronological record of behaviour.

Use of Reasonable Force (Positive Handling) to Control or Restrain Pupils

Who can use reasonable force ?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.

We would always support staff who have attended training to use restraint techniques only. Staff should call if they need additional support.

All restraint must be recorded using the schools agreed forms. These must be attached on CPOMS.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or causing disorder.

In a school, force is used for two main purposes-to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Schools can use reasonable force to:

- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts Incidents of the use of reasonable force are recorded and reported to governors termly

Suspension and Exclusion

Our school uses the Local Authority Exclusion Policy. Exclusion must be considered if the child's behaviour:

- Presents a physical danger to themselves or others.
- Presents a psychological danger to themselves or others. (this includes all forms of bullying including cyberbullying)
- Prevents other children from learning and teachers from teaching.

Fixed-term suspensions are for a number of days communicated. Permanent exclusions mean the child cannot return to school. School work will be set for the suspended child by the class teacher. The child's parent or carer may collect this work from the school office. Following a suspension, the parent or carer and suspended child must meet with the Headteacher to take part in a reintegration meeting. In some cases, the excluded child may attend only part of the meeting. This is at the discretion of the Headteacher. At the reintegration meeting the Headteacher sets out a plan for the child's reintegration in to school.

A reintegration plan may include the following:

- A stepped approach towards reintegrating the child back into their class eg spending time in another class and being slowly introduced back into their year group alongside careful monitoring and support.
- A stepped approach towards reintegrating the child back into the playground eg spending playtimes and lunchtimes inside or in a different playground to their class and being slowly introduced back into the playground alongside careful monitoring and support.
- Regular meetings between the class teacher, Head of school and parent/carers.
- Referral of the child to external services.
- Referral of the child to the Educational Welfare Officer (EWO).
- Referral to the Child and Adolescent Mental Health Support Team (CAMHS) or The Wellbeing Hub.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;

- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. We will include parents and external agencies, as appropriate.

Leadership and Management

The school leadership will share this policy yearly with all staff/stakeholders and refer to it regularly. All staff will sign to say they have read and understood it. All new staff will have an induction dialogue on behaviour and ECT's will have behaviour as part of their mentor focused coaching. The school leadership will be visible and ensure all staff follow the policy. Leaders will be role-models in implementing the policy day to day. Phase Leaders will ensure that behaviour forms part of our fortnightly instructional coaching dialogues as appropriate. The Senior Leadership Team will discuss behaviour regularly at their meetings and monitor data collected on behaviour on CPOMS.

Sprites' Mental Health Lead will ensure the policy and consequences used, meet the needs of all pupils (including those suffering from trauma).

Transition

In year arrivals will be supported in following our behaviour policy when they start. Discussions with previous schools will be held and recorded on CPOMS. Visits to pre-schools and external nurseries will also focus on behaviour and ensure strategies are put into place to ensure all pupils thrive when starting school. At Year 6, the school will liaise closely with secondary providers.

Pupils with SEND

Our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

We create calm environments which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

A graduated approach is used to assess, plan, deliver and then review the impact of the support being provided. Individual behaviour plans and strategies are deployed as required and external expectation is used as appropriate.

We have a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;

Under the Children and Families Act 2014, we have a duty to use our 'best endeavours' to meet the needs of those with SEND and if a pupil has an Education, Health and Care plan, the provisions

set out in that plan will be secured and we will co-operate with the local authority and other bodies.

As part of meeting these duties, Sprites, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Examples of preventative measures include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues;
- training for staff in understanding conditions such as autism. Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

Appendix 1



Resolution Form

Name/s:	Class/es	Date:								
What happened?:										
What zone did that put you in?										
<table border="1"><thead><tr><th>Blue</th><th>Green</th><th>Yellow</th><th>Red</th></tr></thead><tbody><tr><td> Low Running Slow unhappy tired withdrawn tearful</td><td> Happy Good to Go positive proud calm focused</td><td> Wobbly Caution excited nervous frustrated annoyed</td><td> Angry STOP mad furious yelling aggressive</td></tr></tbody></table>			Blue	Green	Yellow	Red	 Low Running Slow unhappy tired withdrawn tearful	 Happy Good to Go positive proud calm focused	 Wobbly Caution excited nervous frustrated annoyed	 Angry STOP mad furious yelling aggressive
Blue	Green	Yellow	Red							
 Low Running Slow unhappy tired withdrawn tearful	 Happy Good to Go positive proud calm focused	 Wobbly Caution excited nervous frustrated annoyed	 Angry STOP mad furious yelling aggressive							
Acknowledge the child/ren's feelings by saying: I understand why you could feel that way.										
What would help you return to the green zone?										
What is the solution?										
Is everyone happy with this solution?										

Please ensure this form is given to the relevant class teachers. Photocopy if necessary

Appendix 2



DAILY INDIVIDUAL BEHAVIOUR REPORT

Pupil Name: _____ Class: _____ Date: _____

Insert picture of child

Targets

Target:

Session Ratings

Session	Green 🟢	Amber 🟡	Red 🔴
Registration	10 9 8 7	6 5 4	3 2 1
Morning Learning	10 9 8 7	6 5 4	3 2 1
Break Time	10 9 8 7	6 5 4	3 2 1
Before Lunch	10 9 8 7	6 5 4	3 2 1
Lunch Time	10 9 8 7	6 5 4	3 2 1
Afternoon Learning	10 9 8 7	6 5 4	3 2 1
End of Day	10 9 8 7	6 5 4	3 2 1

Green: Good choices made independently Amber: Some reminders needed Red: Significant adult support required

Positive Achievements Today

- ☐ Excellent learning effort
- ☐ Kindness to others
- ☐ Good listening
- ☐ Positive playtime behaviour
- ☐ Perseverance
- ☐ Improved self-regulation
- ☐ Helpful to adults
- ☐ Other: _____

Points Target:

Points achieved:

Daily reward for achieving target:

Weekly Review (Friday Only)

Green Sessions This Week: _____

Targets Achieved: _____ / _____

Reward Earned: _____

Teacher Signature: _____

Child comment – what was good about today?

Teacher signature:

Child signature:

Parent signature: