



Behaviour Policy

Status	Date Established	Review Date
Statutory	September 2026	September 2027
Written by	Agreed with governors	
Wiltshire Council and Five Lanes CE VC Staff	September 2026	
Consultation		
Wiltshire Council Human Resources and Five Lanes CE Primary School Full Governing Body		
Reference		

Behaviour Policy

This document provides a guide for adults working and volunteering in Five Lanes C of E Primary School regarding acceptable and desirable conduct to safeguard children.

Policy agreed (date):	1 st September 2026
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Next review (date):	September 2027

Key Personnel			
Role	Name	Tel.	Email
Headteacher	Sarah-Jane Chalker	01380 723565	head@fivelanes.equamead.org
Designated Safeguarding Lead (DSL)	Sarah-Jane Chalker	01380 723565	head@fivelanes.equamead.org
Deputy DSL(s) (DDSL)	Hannah Marchant	01380 723565 01380723565	hamarchant@fiveanes.equamead.org
Designated governor for safeguarding	Beth Cuttell	01380 723565	bcuttell@fivelanes.equamead.org
Chair of Governors	Beth Cuttell	01380 723565	bcuttell@fivelanes.equamead.org
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education 2024			

Designated Officer for Allegations Children's Social Care referrals: Integrated Front Door Out of hours:	0300 456 0108 0300 456 0108 0300 456 0100
If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999.	

Aims:

At Five Lanes CE Primary School it is our overriding aim that every pupil in our school should feel safe, valued and is treated with respect. As a Church of England VC School, we feel that these are underpinned by our Christian values of Trust, Respect and Compassion.

“Working together to build a firm foundation for learning and flourishing.”

Five Lanes CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our three simple school rules — Be Ready, Be Respectful and Be Safe — provide a clear and memorable foundation for behaviour across all aspects of school life.

We believe that positive behaviour is taught, modelled and practised. Children are supported to understand not only what is expected, but why those expectations matter. Strong relationships, predictable routines, calm adults, explicit teaching and restorative conversations enable children to develop self-regulation, resilience, empathy and responsibility.

The aims of this policy are to provide a safe, calm and inclusive environment where every child can flourish; promote good behaviour, self-discipline and mutual respect; prevent bullying, discrimination, harassment and child-on-child abuse; ensure pupils can engage in and complete their learning; provide a consistent framework understood by pupils, staff and families; and ensure that individual needs, SEND, disability, safeguarding concerns and other vulnerabilities are appropriately considered.

High expectations apply to every pupil. We also recognise that fairness does not always mean treating every child identically. Some pupils may need reasonable adjustments, additional teaching, targeted intervention or individual support to enable them to meet those expectations successfully.

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

Department for Education (DfE) advice on:

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England
- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026)
- Supporting pupils with medical conditions at school
- Mobile phones in schools (statutory guidance to be followed from 1 September 2026)

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice.
- The Equality Act (2010)
- Working Together to Safeguard Children
- Keeping Children Safe in Education (2026)
 - Mobile phones in schools – statutory guidance (2026)
 - Restrictive interventions, including use of reasonable force, in schools (2026)

The policy provides an agreed framework for teaching and modelling prosocial behaviour, used by staff and made clear to children, parents and all professionals with whom we work. Pro-social behaviour is behaviour which demonstrates:

- A good level of self-awareness
- Empathy for other people of all sorts, abilities and ethnicity
- A good level of personal motivation
- An ability to manage one's feelings positively and
- Good social skills

All staff are:

- familiar with this behaviour policy and have an opportunity to contribute to its review.
- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

At Five Lanes we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to greet children at the start of the day
- Teachers at the door of their rooms at the start of each session
- Always notice children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

Positive behaviour is everyone's responsibility. The behaviour of pupils is influenced by the culture, relationships, expectations, curriculum and routines established throughout the school. Leaders therefore ensure that behaviour is treated as a whole-school responsibility rather than the responsibility of individual teachers alone.

The Trust

As part of EQUA Mead Learning Trust, the school also benefits from strategic support, professional development, quality assurance and school improvement processes. Trust leaders may provide advice and challenge in relation to behaviour, inclusion and complex pupil needs.

Governors

The Governing Body provides strategic oversight and ensures that the policy reflects relevant legislation, statutory guidance, the school's Christian vision and the needs of the community. Governors approve and review the policy, receive information about behaviour, safeguarding, inclusion, suspensions and exclusions as appropriate, and provide support and challenge to leaders. Five Lanes does not currently appoint a separate behaviour governor; responsibility for oversight rests with the Governing Body collectively.

The Headteacher

The Headteacher has overall strategic and operational responsibility for behaviour and for implementation of this policy. The Headteacher models calm and respectful conduct, ensures expectations are understood and applied consistently, identifies training needs, supports staff with complex behaviour, monitors patterns and trends, ensures appropriate staffing and resources are deployed, and makes decisions concerning suspension and permanent exclusion in accordance with statutory guidance.

The Headteacher ensures appropriate behaviour monitoring and recording systems are in place. These include classroom Red Behaviour Books, CPOMS for significant incidents, repeated patterns and safeguarding-related concerns, Serious Incident Reports (SIRs) following restrictive physical intervention, and individual Behaviour Support Plans, Positive Handling Plans and risk assessments where appropriate. These systems are used proportionately to identify patterns, evaluate interventions and ensure pupils receive appropriate support.

Designated Safeguarding Lead and Deputy Safeguarding Lead

The DSL and DDSL ensure behaviour which may indicate abuse, neglect, exploitation, child-on-child abuse or another safeguarding concern is identified and managed in accordance with safeguarding procedures.

SENDCo

The SENDCo supports staff to identify underlying needs and barriers, advises on reasonable adjustments and graduated support, works with families and external agencies, and helps ensure behaviour associated with SEND is understood and responded to appropriately.

Staff

Teachers and support staff are responsible for establishing positive relationships, explicitly teaching expectations, maintaining calm and purposeful learning environments, following agreed procedures, recognising positive behaviour, making appropriate reasonable adjustments and recording or escalating concerns in line with school systems.

Pupils

Pupils are encouraged to take increasing responsibility for their choices, follow the expectations Be Ready, Be Respectful and Be Safe, engage in restorative conversations, report worries to trusted adults and contribute positively to the school community.

Parents and Carers

Parents and carers are important partners. The school expects families to support its behaviour expectations, communicate information that may affect a child's wellbeing or behaviour, work constructively with staff and treat members of the school community with courtesy and respect. In return, the school will communicate openly and respectfully and seek to work collaboratively in the best interests of the child.

This policy is consistent with other policies adopted by the Governing Body and operates alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding policy
- SEND Policy
- Online Safety Policy
- Staff Behaviour Policy
- Anti-bullying Policy
- Mobile Phone Policy
- Health and Safety Policy
- Attendance Policy

This policy applies to all staff in our school.

Behaviour for Learning

Five Lanes CE Primary School principles: **'Be Ready, Be Respectful and Be Safe'**

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes.' Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

Our three rules are Be Ready, Be Respectful and Be Safe. They are deliberately simple so that they can be applied across classrooms, playtimes, lunchtimes, collective worship, educational visits, wraparound care and all other aspects of school life.

Being ready includes arriving prepared to learn, listening, following routines, engaging with learning, persevering when work is difficult and preparing appropriately for transitions.

Being respectful includes speaking politely, listening to others, valuing different experiences and opinions, caring for property and resources, respecting personal boundaries and treating others with kindness, fairness and compassion.

Being safe includes moving safely around school, following reasonable adult instructions, using equipment appropriately, making safe choices online and offline, and telling a trusted adult about worries or concerns.

All adults seek to provide visible consistencies. These include welcoming pupils positively, meeting and greeting children, noticing positive choices, addressing behaviour calmly, praising publicly where appropriate, reminding privately, using consistent language and following up incidents rather than allowing them to disappear without resolution.

Adults understand that consistency does not mean identical responses regardless of circumstance. Fair and equitable practice takes account of age, developmental stage, SEND, disability, communication needs, safeguarding information and other relevant circumstances while maintaining clear expectations.

Positive behaviour is recognised through genuine, specific feedback. Recognition may include verbal praise, House Points, Star of the Week certificates, stickers, class rewards, sharing work with another adult or the Headteacher, positive contact with home and celebration assemblies. Recognition should help pupils understand exactly what they have done well and reinforce effort, improvement, resilience, kindness, responsibility and the school's values as well as academic achievement.

The school aims to develop intrinsic motivation. Tangible rewards have a place, but positive relationships, belonging, meaningful feedback and pride in making good choices remain central.

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing. 3. Noticing children who are failing to meet expectations. 4. Accompanying children to the gate at the end of every day. 5. Praising in public 6. Reminding in private 7. Consistent language	1. House Points 2. Star of the week certificates 3. Stickers 4. Phone call/text home 5. Verbal praise 6. Notes home 7. Senior Leadership Team praise 8. Class Rewards 9. Show work to another adult 10. Recommendation to Headteacher

Stepped Boundaries – Gentle Approach, use child's name, child level, eye contact, deliver message	
1. VERBAL REMINDER	The adult calmly describes the behaviour observed, links it to Be Ready, Be Respectful or Be Safe, and gives the pupil an opportunity to correct the behaviour <i>I notice you chose to (noticed behaviour).</i> <i>This is a REMINDER that we need to be (Ready, Respectful, Safe).</i> <i>You now have a chance to make a better choice</i> <i>Thank you for listening.</i> <i>Example – 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i>
2. WRITTEN REMINDER	If behaviour continues, the adult explains that a further reminder is necessary, restates the expected behaviour and, where helpful, reminds the pupil of a previous occasion when they successfully met the expectation. The pupil's name is entered in the classroom Red Behaviour Book. <i>Name written in Red Behaviour Book (In each classroom)</i> <i>I noticed you chose to (noticed behaviour)</i> <i>This is the second time I have spoken to you.</i> <i>If you choose to break the rules again you will leave me no choice but to ask you to (work at another table/work in another classroom/go to the quiet area etc).</i> <i>Do you remember when (model if previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening/ I am glad we had this conversation.</i> <i>Example – 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need today. Thank you for listening.'</i>
3. WARNING	A clear warning identifies the behaviour that must change and the logical consequence that may follow if it continues. Pupils are given reasonable time and opportunity to respond positively. <i>Recording of incidents per session in red behaviour class book</i> <i>1 – 5 minutes</i> <i>I noticed you chose to (noticed behaviour)</i> <i>This is another reminder.</i> <i>If you choose to break the rules again you will leave me no choice but to ask you to (work at another table/work in another classroom/go to the quiet area etc).</i>

	<i>Do you remember when (model if previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening/ I am glad we had this conversation.</i> <i>Example – 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need today. Thank you for listening.'</i>
4. TIME OUT	If behaviour continues, a pupil may be asked to move temporarily to another table, quiet supervised space, another classroom or, where appropriate, spend a short period with a senior leader. Time Out is intended to reduce escalation, protect learning and enable regulation. It is not intended to humiliate or isolate. <i>Continued from records in behaviour book in classrooms</i> <i>2 – 10 minutes</i> <i>3 – 15 minutes (and a conversation with Headteacher)</i> <i>I noticed you chose to (noticed behaviour)</i> <i>You need to (go to the quiet area/go and sit in another class/go to another table etc)</i> <i>Playground: You need to (stand by another member/me/sit on the bench/stand by the wall etc)</i> <i>I will speak to you in two minutes.</i> <i>Example – 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i> <i>*DO NOT describe the child's behaviour to other adults in front of the child*</i>
5. FOLLOW UP – REPAIR AND RESTORE	Appropriate incidents are followed by a restorative conversation <i>1. What happened? (Neutral, dispassionate language)</i> <i>2. What were you feeling at the time?</i> <i>3. What have you felt since?</i> <i>4. How did this make people feel?</i> <i>5. Who has been affected? What should we do to put things right? How can we do things differently?</i>
*Remember it is not the severity of the sanction, it is the certainty that this follow up will take place that is important.	

Sanctions

Sanctions should be proportionate, logical and related to the behaviour where possible. Whole groups should not be sanctioned for the behaviour of individuals. No sanction should be degrading or humiliating.

More serious behaviour, persistent breaches or behaviour that creates significant risk may require immediate senior leadership involvement without progressing through every stage of the usual pathway. Responses may include contact with parents, targeted support, an individual plan, internal removal from normal activities, suspension or, in exceptional circumstances, permanent exclusion.

Behaviour is recorded proportionately. Classroom Red Behaviour Books support identification of repeated low-level patterns. CPOMS is used for significant incidents, recurring concerns, safeguarding-related behaviour or other matters requiring a central record.

Serious physical intervention is additionally recorded using the school's SIR process. Leaders review records to identify trends and determine whether further support is needed.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Language around Behaviour

At Five Lanes CE Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should always remain professional and calm. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged in the class file at the staff member's discretion.

BEHAVIOUR PATHWAY

Reminder

Written Reminder

Warning

Time Out

Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below: Senior leader/Headteacher involvement where appropriate

Parents phoned

Parents called to school

Internal Removal

Suspension

Supporting individual needs and inclusion

Every child is capable of success, but some pupils require additional support or reasonable adjustments to meet expectations. Behaviour can be a form of communication and may reflect unmet needs, communication difficulty, emotional dysregulation, trauma, SEND, disability, medical needs, mental health needs or safeguarding concerns.

Reasonable adjustments do not remove expectations; they provide the support needed for pupils to achieve them.

Universal provision includes strong relationships, predictable routines, clear language, explicit teaching, adaptive teaching and calm adult responses. Additional support may include visual timetables, sensory or movement breaks, communication support, adapted routines, check-ins with a trusted adult, emotional regulation strategies, pastoral intervention, individual reward or motivation systems, Behaviour Support Plans, Positive Handling Plans and risk assessments.

Where behaviour may be associated with SEND, staff work with the SENDCo and family to understand underlying cognitive, communication, sensory, social, emotional or mental health needs. Support is planned through the graduated response and reviewed for effectiveness.

The school recognises that trauma and adverse experiences can affect a child's ability to feel safe, regulate emotions and develop trusting relationships. Where relevant, staff consider known triggers, predictable routines, safe relationships and strategies that reduce the risk of re-traumatisation while retaining appropriate boundaries.

External support may be sought from EQUA Mead Learning Trust, the Behaviour Support Service, educational psychology, SEND services, health professionals, Early Help, social care or other appropriate agencies.

Behaviour may also indicate a safeguarding concern. Staff remain professionally curious and consider whether dangerous, withdrawn, sexualised, bullying, discriminatory, disengaged or significantly changed behaviour could indicate harm. Safeguarding concerns are reported promptly to the DSL in accordance with the Safeguarding and Child Protection Policy.

Safeguarding, bullying and child-on-child abuse

Five Lanes is committed to an environment where every pupil is protected from harm and treated with dignity. Child-on-child abuse can occur inside or outside school and online. It is never dismissed as banter, teasing, part of growing up or something children should simply tolerate.

Child-on-child abuse may include bullying and cyberbullying, prejudice-based or discriminatory behaviour, physical or emotional abuse, sexual harassment, sexual violence, harmful sexual behaviour, online abuse, sharing of indecent images, and initiation or hazing-type behaviour.

Prevention is embedded through the school's Christian values, the expectations Be Ready, Be Respectful and Be Safe, PSHE and Relationships Education, collective worship, online safety education, anti-bullying work, clear reporting routes and positive adult modelling.

Any concern is listened to, taken seriously, recorded promptly and reported to the DSL where appropriate. The school considers the safety and needs of all children involved. A child who has experienced harm will be supported, and a child whose behaviour has caused harm may also have unmet or safeguarding needs requiring assessment and support.

Parents will normally be informed unless doing so would increase risk to a child or conflict with safeguarding advice. External agencies will be involved where required.

Bullying is understood as deliberately hurtful behaviour, usually repeated over time, involving an imbalance of power. Incidents are investigated and addressed promptly. The aim is to stop harm, restore safety, educate pupils and rebuild relationships where appropriate.

Searching, banned items and confiscation

To maintain safety and good order, the school acts in accordance with current Department for Education guidance on searching, screening and confiscation.

Prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and vaping products, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

School-banned items also include, unless specifically authorised, laser pens, energy drinks, imitation or toy weapons, items likely to cause disruption or distress and any other item judged unsafe or inappropriate within a primary school environment. In accordance with statutory guidance applying from 1 September 2026, Five Lanes CE Primary School operates a mobile-phone-free school day. Pupils must not use or access mobile phones or other personal interactive communication devices during lessons, transitions, breaktimes or lunchtimes. Where a pupil needs to bring a phone for an agreed safety reason, it is handed to the school office on arrival and collected at the end of the day. Reasonable adjustments or exemptions may be agreed where required for SEND, disability, medical need or another exceptional circumstance. Further arrangements are set out in the school's Mobile Phone Policy.

Searches are undertaken only where there are appropriate grounds and in accordance with current guidance. Where possible, pupils are asked to cooperate voluntarily. Searches are undertaken by authorised staff with regard to dignity, privacy, age, understanding, SEND and individual circumstances.

Staff may confiscate items where this is lawful, reasonable and proportionate. Prohibited items will be managed according to legislation and may be retained, disposed of or passed to the police or another relevant agency.

Non-prohibited items confiscated under school rules will be stored securely in the locked admin office. Unless there is a safeguarding, legal or other exceptional reason for alternative arrangements, these items will be available for collection by a parent or carer from 2.00pm every Friday. The Headteacher may make alternative arrangements where appropriate.

Significant searches and confiscations are recorded and communicated to parents as appropriate.

Reasonable force, restrictive physical intervention and seclusion

The school is committed to a calm, safe and nurturing environment in which proactive support and effective de-escalation reduce the need for physical intervention. Reasonable force or restrictive physical intervention is a last resort and will only be used where lawful, necessary and proportionate.

Staff seek to prevent escalation through positive relationships, predictable routines, awareness of early signs of distress, calm communication, offering choices, reducing stimulation, allowing regulation time, redirection, support from a trusted adult and use of strategies identified in individual plans.

Reasonable force may be used in circumstances permitted by current statutory guidance, including where necessary to prevent a pupil causing injury to themselves or others, committing an offence, causing serious damage to property or creating serious disorder or risk. Any intervention must use the least restrictive option reasonably available, for the shortest time necessary, and never as punishment.

Where a foreseeable risk has been identified, the school will seek to plan proactively with the pupil, parents, relevant staff and professionals. A Positive Handling Plan and risk assessment may be used to identify triggers, preventative strategies and agreed responses.

Planned restrictive interventions should, wherever possible, be undertaken by appropriately trained staff. In an unforeseen emergency, staff may act within the law and their duty of care to prevent immediate harm.

Five Lanes does not use seclusion as a behaviour management strategy. A pupil may use or be directed to a supervised quiet space or Time Out arrangement to regulate, but this must not become punitive isolation. A pupil will not be locked in a room or prevented from leaving through physical obstruction except where lawful reasonable force is being used to prevent immediate harm.

Any significant incident involving the use of reasonable force, and any incident of seclusion, is recorded as soon as practicable in accordance with the statutory recording requirements in force from 1 April 2026. Five Lanes also records other restrictive physical interventions where this is necessary for safeguarding, monitoring or good practice. The

record includes the events leading to the incident, de-escalation attempted, why intervention was necessary, the nature and duration of the intervention, any injuries and subsequent actions. Incidents are recorded on CPOMS and through the school's Serious Incident Report (SIR) process, reported to the Headteacher and securely retained.

Parents or carers will be informed of any significant incident involving force, and any use of seclusion, as soon as practicable and in accordance with the statutory reporting requirements, unless an exceptional safeguarding reason means that doing so would place a child at risk. The pupil and staff involved will be offered an appropriate opportunity to debrief. Relevant support plans and risk assessments will be reviewed to identify learning and reduce the likelihood of recurrence.

The Headteacher monitors incidents to identify patterns, assure lawful and proportionate practice and determine whether further support, training or external advice is required.

Suspension and permanent exclusion

Five Lanes seeks to keep pupils successfully engaged in education through early intervention, positive relationships, reasonable adjustments and appropriate support. Suspension and permanent exclusion are serious measures and are used only in accordance with current statutory guidance.

Before suspension is considered, the school will normally seek to understand the behaviour and consider appropriate support, which may include restorative work, pastoral intervention, Behaviour Support Plans, reasonable adjustments, SENDCo involvement, meetings with parents, external agency support and risk assessment.

However, a serious single incident may justify suspension or permanent exclusion without previous interventions.

A suspension may be considered following a serious breach of the Behaviour Policy, where safety or wellbeing is significantly at risk, where the education of others is seriously disrupted, or where persistent behaviour has not improved despite appropriate support.

The Headteacher considers each case individually, including the pupil's age and development, SEND or disability, safeguarding information, relevant vulnerabilities, whether reasonable adjustments have been made, the available evidence and whether the decision is lawful, reasonable, fair and proportionate.

Permanent exclusion is a last resort and may only be considered where there has been a serious breach or persistent breaches of the Behaviour Policy and allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

Following suspension, reintegration is planned positively. This may include a meeting with the pupil and family, restorative work, revised support plans, pastoral support and reasonable adjustments. The aim is to restore relationships, rebuild routines and support successful re-engagement.

Where permitted and appropriate under current statutory guidance, off-site direction, managed moves or alternative provision may be considered as planned interventions. Such arrangements will have clear objectives, appropriate oversight and regular review and will comply with statutory requirements.

Beyond the School Gate

The school may respond to behaviour outside the school site where pupils are taking part in school-organised activities, travelling to or from school, wearing uniform, otherwise identifiable as pupils of Five Lanes, representing the school, or where behaviour could affect the safety, wellbeing or orderly running of the school community.

This includes online behaviour where there is a clear connection to pupils, staff or the school community.

The Headteacher may take action where off-site behaviour poses a threat, constitutes bullying or harassment, has repercussions for school order, involves criminal or anti-social conduct, or could seriously damage the school's reputation.

Any response will consider the circumstances, severity, safeguarding implications, impact on others, SEND and other relevant needs, and current statutory guidance. Police, social care or other agencies may be contacted where appropriate.

Staff Induction

Confident, skilled and supported adults are essential to a positive behaviour culture. New staff receive induction appropriate to their role, including the school's Christian vision and values, Be Ready, Be Respectful and Be Safe, restorative approaches, agreed behaviour procedures, safeguarding, recording systems and relevant individual pupil plans.

Development and Support

Ongoing professional development may include positive behaviour management, restorative practice, SEND and disability, autism and ADHD, safeguarding, child-on-child abuse, de-escalation, reasonable force and positive handling where identified through risk assessment or pupil need. Training priorities are reviewed in response to staff and pupil needs and changes to statutory guidance.

The school recognises that responding to challenging behaviour can be demanding. Following significant incidents, staff are offered opportunities to debrief with a senior leader, reflect on what happened and access further advice, support or training as appropriate.

Pupil Transition

Successful transitions support belonging, wellbeing and positive behaviour. The school works with families, early years settings, previous schools, receiving secondary schools and relevant professionals to share appropriate information and plan support. This may include visits, transition sessions, additional preparation for vulnerable pupils, personalised transition plans and enhanced liaison for pupils with SEND or safeguarding needs.

Pupils returning after prolonged absence or suspension may receive a reintegration meeting, restorative support, revised plans, reasonable adjustments and ongoing review.

Monitoring

The Headteacher monitors implementation of this policy through behaviour records, CPOMS, safeguarding information, attendance information, pupil voice, staff feedback, parent feedback where appropriate, governor oversight and Trust school-improvement processes.

Information is used to identify patterns, evaluate interventions, inform training, assess equality and consistency, and improve support. The Governing Body receives appropriate information about behaviour, safeguarding, pupil wellbeing, suspensions and exclusions and provides support and challenge.

Review

This policy is reviewed annually, or sooner where legislation, statutory guidance, school practice or identified need requires amendment.

Equality statement

Five Lanes CE Primary School is committed to applying this policy fairly, consistently and without unlawful discrimination. The school has due regard to its duties under the Equality Act 2010 and makes reasonable adjustments for pupils with disabilities and additional needs where appropriate. Decisions are made in light of individual circumstances while maintaining the safety, dignity and rights of the whole school community.