



THE LINKS
PRIMARY SCHOOL

BEHAVIOUR POLICY
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Contents

Introduction & Aims	3
Key Principles	3
Wellbeing & SEMH	4
Children with individual needs	4
Roles and Responsibilities	4
Governance Committee Oversight	5
Bullying	5
Classroom Routines	5
Definitions of Misbehaviour	6
Lunchtime & Breaktime Behaviour	7
Rewards, Sanctions & Consequences	7
Sanctions	9
Suspensions & Permanent Exclusion	9
Temporary Separation from School Premises for Safeguarding Reasons	10
Off-Site Direction	10
Managed Moves	11
Looked-After and Previously Looked-After Children	11
Use of Reasonable Force and Restrictive Interventions	11
Mobile Phones & Digital Devices	13



Introduction & Aims

The Links Primary School is part of Spark Education Trust and promotes good behaviour and self-discipline to ensure that our students grow into respectful, resilient and reflective citizens with the key skills to continue to progress to the best of their ability in all areas of life. We know that the strong links between effective learning and high expectations enable all students to thrive. This policy supports the Department for Education's Behaviour in Schools (Dfe, updated 19 February 2024).

This Behaviour Policy is written in line with statutory guidance including:

- Behaviour in Schools (Dfe, updated 19 February 2024)
- Suspension and Permanent Exclusion Guidance (effective July 2026)
- Searching, Screening and Confiscation (Dfe, updated July 2023)
- Restrictive Interventions including Use of Reasonable Force (Dfe, updated April 2026)
- Keeping Children Safe in Education (Dfe, 2026)
- Education and Inspections Act (2006)
- The Equality Act (2010).

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community
- Outline our system of rewards and sanctions.

Key Principles

The Links has three rules:

- Be ready
- Be respectful
- Be safe

Our key principles include:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- The behaviour policy is understood by pupils and staff with appropriate training and updates
- Staff: teachers and support staff and volunteers always set an excellent example to pupils
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school

and pupils' home life

Wellbeing & SEMH

To help reduce the likelihood of behavioural issues related to social, emotional and mental health (SEMH) needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient. We promote resilience through culture and ethos, teaching, and community engagement. Staff are trained to recognise the impact of adverse childhood experiences and to support pupils accordingly.

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Children with individual needs

The Links recognises its legal duty under the Equality Act to prevent pupils with a protected characteristic from being at a disadvantage. As a result, all staff are aware of individual children's needs and reasonable adjustments are made in our approach to children with challenging behaviour as a direct result of their needs. This policy aligns with the SEND Code of Practice and the Education Act 1996.

If a child's behaviour gives a cause for concern, the relevant members of staff will be informed to provide additional support. These children may be drawn to the attention of the SENDCo. If a child is not already on the SEND register, the SENDCo may contact parents to discuss next steps and formulate an action plan. This may include consulting outside agencies for additional support and advice.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Roles and Responsibilities

Role	Responsibilities
Trust Board	Reviews behaviour policy impact
CEO	Ensures systems are in place and policy is reviewed
Local Governance Committee	Approves and monitors the policy
Headteacher/SLT	Ensure consistent implementation, staff training, accurate record keeping
Staff	Apply policy consistently, model positive behaviour, maintain high expectations
Pupils	Be ready, respectful and safe; take responsibility for actions
Parents	Support school values and policies; ensure pupils are ready to learn

Governance Committee Oversight

- Monitor and review information relating to suspensions, permanent exclusions, off-site direction, managed moves and other forms of pupil movement
- Challenge and scrutinise patterns and trends to ensure that these measures are used lawfully, proportionately and only where necessary
- Review information relating to any safeguarding related separation of pupils from the school premises where this measure has been used.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. We do not tolerate any form of bullying, and we aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills.

Bullying is defined as the repetitive, intentional harming of one person or group by another. It can be physical, verbal, indirect or cyber-based. The school has zero tolerance for bullying and follows preventative and responsive strategies.

At The Links we:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others is key.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Support the prevention of cyberbullying by educating pupils and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.

Classroom Routines

Classroom routines support the positive learning culture at The Links. All staff aim to:

- Meet and greet pupils positively
- Refer consistently to school rules: Be ready, Be respectful, Be safe
- Model positive behaviours and emotional control
- Use visible recognition and praise
- Remain calm and consistent when addressing behaviour
- Follow up incidents with restorative conversation
- Address children who are seen to be behaving badly

Definitions of Misbehaviour

Poor behaviour is considered as being anything that does not meet the expectations in school. Examples include:

- Disruption in lessons, in corridors, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour can include but is not limited to:

- Repeated breaches of the school's expectations
- Refusing to follow instructions
- Swearing
- Raising your voice
- Arguing back to a member of staff
- Any form of bullying
- Sexual assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of prohibited items. These are:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Substances identified as 'legal highs'
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Other potentially harmful materials which cannot immediately be identified
- 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, or damage to the property of, any person (including the pupil)

Behaviour incidents are recorded via CPOMS. Data and approaches are regularly monitored to identify patterns and inform practice, with behaviour regularly reviewed at Local Governance Committee meetings. The Links recognises the importance of involving pupils in developing a positive behaviour culture and values pupil voice to inform ongoing improvements to our approach. Where appropriate, restorative conversations and restorative meetings are used to rebuild relationships and support pupils to reflect on their behaviour.

Lunchtime & Breaktime Behaviour

At lunchtime, supervision is carried out by a team of mid – day supervisors. The mid-day supervisors aim to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being given a 5-minute time out. Supervisors should keep note of children who are given a time out and report it to the class teacher at the end of the lunch period.

The mid-day supervisors must be treated with the respect expected by all adults at The Links. Verbal or physical abuse will not be tolerated.

Staff are trained appropriately and in accordance with relevant guidance in relation to behaviour management, safeguarding, and potentially trauma-informed approaches.

Rewards, Sanctions & Consequences

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly

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. Picking up on children who are failing to meet expectations and directly teaching the behaviours and learning attitudes we want to see, linking them to our class values 4. Praising in public/Reminding in private 5. Consistent language 6. Restorative follow up	1. Recognition boards 2. Certificates 3. Stickers 4. Phone call/notes home 5. Genuine/meaningful verbal praise 6. Show work to another adult 7. Star of the week

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice. Thank you for listening

	Example - 'I've noticed that you're running. You are breaking our school rule of being safe. I need you to walk. Thank you for listening.'
2. WARNING	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. 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 (learner's name), Do you remember when.....(model of 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'm glad we had this conversation Example - 'I've 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 to see today. Thank you for listening.'
3. TIME OUT (WITHIN THE CLASSROOM)	I noticed you chose to (noticed behaviour) You need to (Go to quiet area / Go to another table etc) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes Example - 'I've 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.' *DO NOT describe child's behaviour to other adult in front of the child/class*
4. FOLLOW UP - REPAIR & RESTORE	1. What happened? (Neutral, dispassionate language.) 2. What were you thinking/feeling at the time? 3. What have you thought/felt since?

	4. Who has been affected? How did this make people feel? How have you been affected? What should we do to put things right? How can we do things differently in the future?
SENT TO SLT/HT	Discussion within SLT/HT about behaviour and further restorative conversation
PARENTS PHONED	Parents made aware of behaviour within school
PARENTS CALLED INTO SCHOOL FOR MEETING WITH HT	Further face to face discussion with parents
TIME OUT (OUT OF THE CLASSROOM)	Removal from the classroom with a member of SLT/ HT
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

Sanctions

Sanctions make it clear that unacceptable behaviour affects others and is taken seriously, they are not applied to a whole group for the activities of individuals and are consistently applied by all staff to help to ensure that children and staff feel supported and secure. Sanctions are in proportion to the action, it is made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child. Staff at The Links use 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

Serious incidents or incidents where parents are involved are logged on CPOMS.

Suspensions & Permanent Exclusion

This policy complies with Suspension and Permanent Exclusion Guidance effective from July 2026. Only the Headteacher can exclude a pupil, and pupils can be excluded for up to 45 days within an academic year.

Pupils whose behaviour at lunchtime is disruptive may be suspended for the duration of the lunchtime period and this will be treated as a fixed term suspension. Following a suspension, parents/carers will be required to attend a reintegration meeting where a plan for reducing the likelihood of further fixed term suspensions can be discussed.

The Headteacher may permanently exclude a pupil in response to serious breaches of the behaviour policy or when allowing the pupil to remain in school would seriously harm the education or welfare of others. The school will give particular consideration to vulnerable pupils when considering suspensions as an appropriate sanction.

In line with statutory requirements school will arrange suitable full-time education for any pupil suspended for more than five consecutive school days, beginning no later than the sixth school day of the suspension.

Where a pupil is permanently excluded, the Local Authority is responsible for arranging suitable full-time education from the sixth school day of the exclusion. The school will liaise with the Local Authority to ensure that suitable arrangements are in place.

Parents/carers have the right to make representations about a suspension or permanent exclusion to the Local Governance Committee. Where the suspension is longer than five days, or where a permanent exclusion is issued, the panel will meet within the statutory timeframe to consider the case.

If a permanent exclusion is upheld by the Local Governance Committee, parents/carers can request that the decision be reviewed by an Independent Review Panel (IRP). The IRP can uphold the exclusion, recommend reconsideration, or quash the decision where it is found to be flawed.

The school will provide parents/carers with information about these rights and the process at the point of suspension/permanent exclusion.

Temporary Separation from School Premises for Safeguarding Reasons

In exceptional safeguarding circumstances, the school may temporarily prohibit a pupil from attending the school premises where this is necessary to separate two or more pupils for safeguarding purposes. This is not a suspension or exclusion on disciplinary grounds.

Such action will only be taken where separation is essential and there is no practical way for one or more pupils involved to remain safely on the school site. Decisions will be made on a case-by-case basis, led by the Designated Safeguarding Lead (DSL) and informed by professional judgement and, where appropriate, advice from external agencies.

Parents/carers will be informed of the reasons for the decision and the governance committee will be notified without delay. The school will support the pupil's reintegration when they return.

Off-Site Direction

The school may require a pupil to attend educational provision at another setting as a temporary measure to improve behaviour and support continued education. Off-site direction will only be used where it is in the pupil's best interests and in accordance with statutory guidance.

Before an off-site direction is arranged, the school will consider the pupil's views and ensure that appropriate interventions and support have been explored. Relevant information, including attainment

information, risk assessments and support strategies, will be shared with the receiving provider and other relevant agencies as appropriate.

Parents/carers will be informed in writing of the placement and the reasons for it in accordance with statutory requirements. Placements will be reviewed regularly to consider progress, impact and next steps.

Managed Moves

A managed move may be considered as part of a planned intervention to support a pupil and avoid permanent exclusion. A managed move is intended to lead to the permanent transfer of a pupil to another school. Managed moves will not be used on a trial basis. Where a temporary placement at another setting is required to support behavioural improvement, the school will consider the use of offsite direction instead.

Before a managed move is agreed, the school will:

- Seek and consider the views of the pupil
- Ensure that appropriate interventions and support have been implemented and reviewed
- Share relevant information with the receiving school and other agencies as appropriate, including attainment information, risk assessments and support strategies.

Where a pupil has a social worker, the school will notify the social worker, the DSL and, where appropriate, the Virtual School Head at the earliest opportunity when a managed move is being considered. A pupil will not be permanently excluded solely because they or their parents/carers do not agree to a managed move. Managed moves will be conducted in accordance with the School Admissions Code and all relevant statutory guidance.

Looked-After and Previously Looked-After Children

Before making decisions relating to suspension, permanent exclusion, managed moves or other significant interventions, the school will consider the needs of looked-after and previously looked-after children.

Where a looked-after child is at risk of suspension or permanent exclusion, the designated teacher will work with the Virtual School Head and other relevant professionals to consider what additional support may be required, including reviewing the effectiveness of the child's Personal Education Plan (PEP).

Use of Reasonable Force and Restrictive Interventions

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2023) and Restrictive Interventions including Use of Reasonable Force (DfE, updated April 2026) alongside Keeping Children Safe in Education (September 2026).

Staff may search pupils with consent for any item. Senior leaders have the power to search without consent for prohibited items as set out by law including knives, drugs, alcohol, stolen or harmful items. Confiscated items will be dealt with in line with statutory guidance. Relevant staff attend restrictive intervention training and are therefore able to use restrictive intervention techniques effectively when needed. These members of staff are trained to use de-escalation techniques and only used as a last resort, proportionately and in the best interests of the child.

Examples of this include:

1. To prevent pupils from hurting themselves
2. To prevent pupils from hurting each other
3. To prevent pupils from damaging property
4. To prevent pupils from causing disorder

The Links school recognises that the use of reasonable force is only one of the strategies available to secure pupil safety and wellbeing. Our approach is part of our wider pastoral care procedures.

The Links school has a separate Restrictive Interventions and Reasonable Force Policy, which should be read alongside this Behaviour Policy and the Safeguarding and Child Protection Policy.

In line with Department for Education guidance, all school staff have the legal power to use reasonable force, where it is reasonable, proportionate and necessary, to prevent a pupil from:-

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder.

Reasonable force will only be used when other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It will always be used as a last resort and for the shortest time necessary. The Links school does not use force as a punishment. It is unlawful to use force for this purpose.

Staff may also have appropriate physical contact with pupils in other circumstances, for example to:

- administer first aid
- guide or escort pupils
- comfort a distressed pupil.

Where restrictive interventions are used, staff will:-

- act in accordance with the principles of necessity, proportionality and the pupil's welfare
- use the least restrictive intervention for the shortest duration
- take into account the individual needs and circumstances of the pupil.

The Links school will take all reasonable steps to minimise the need for restrictive interventions through prevention, de-escalation strategies, and positive behaviour support.

All significant incidents involving the use of force will be recorded and reported in line with statutory requirements and the school's Restrictive Interventions Policy. Parents/carers will be informed as soon as possible following such incidents, except where there are safeguarding reasons not to do so.

For further detail, including definitions, procedures, and staff responsibilities, please refer to our school Restrictive Interventions and Reasonable Force Policy.

Mobile Phones & Digital Devices

Digital technology (including mobile phones, smart watches, headphones, personal tablets and other personal portable technology) is not permitted to be used by pupils anywhere on site during the school day (with the exception of any devices required for medical purposes or issued by school for educational purposes). Devices will be confiscated if seen in school. Through our PSHE curriculum pupils will be reminded of the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increased risk of cyber bullying. Pupils will be encouraged to see a mobile phone free environment as desirable and valuable.