MABLETHORPE
PRIMARY ACADEMY



Mablethorpe Primary Academy
Behaviour Policy
Last reviewed: September 2026
Next review due September 2027

Introduction

At Mablethorpe Primary Academy, we aim to create a happy, safe, caring, inclusive and stimulating environment for all. Promoting good behaviour amongst the pupils is a shared responsibility. Everyone who works in the Academy including parents, the wider community and the pupils, all have a vital role to play.
As an Academy we adopt a positive, restorative approach towards behaviour where expectations are made clear and boundaries are established. We constantly look for ways of reinforcing models of positive behaviour. The policy is structured to emphasise the positive nature of our approach as this forms a major part of our work with the children, however, we also have a set of clearly established boundaries related to our expectations alongside clearly stated sanctions that are shared with parents when their children start school. Through the House Point System all children are divided into four house groups across the school with elected House Captains from Year 6.

We believe that behaviour is a form of communication and that positive relationships are central to successful behaviour management. Through ongoing training in de-escalation strategies, trauma-informed practice, and restorative approaches, staff will support pupils in developing self-regulation, resilience, and responsibility for their actions whilst maintaining a safe and inclusive learning environment for all.

It is important to note that it is not possible for any policy to cater for every eventuality and it must be remembered that professional judgement will need to be used in applying the policy. A small percentage of pupils may need more specific behaviour support plans.
In implementing this policy, due consideration to equal opportunities, with regards to race, gender, religion and ability, should be ensured with reference to the equality Act 2010 and other relevant legislation.

Our Beliefs

- At MPA we believe that positive attitudes and good behaviour are essential if good teaching and learning are to take place.
- We believe in promoting and rewarding positive behaviour.
- We teach children the values of respect, honesty, kindness, positivity, resilience, aspirational as well as the virtues of self-respect and self-discipline.

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- We believe that as children grow up through our academy, we assist them to know what is right and wrong.
- We believe that parents/carers have a shared responsibility for the good behaviour of their child in school. The responsibilities of school, parent/carers and children are set out in our Home School Agreement which is completed at the start of each academic year.
- We create a safe environment where all pupils can learn and reach their full potential.

What is our approach?

We develop positive relationships, through a restorative approach, which promotes self-esteem, self-discipline and clear expectations for all members of our Academy.
We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our Academy feels listened to, valued and respected.

Our Golden Rules

Our Academy Golden Rules apply to everyone within our Academy.

- We are kind and caring towards others.
- We listen carefully and follow instructions.
- We respect others and equipment.
- We are committed to learning.

In each class at the beginning of each Term, the teachers and children negotiate a class charter with a small number of rules, appropriate to their age group.

Rewards and Sanctions

We have a series of rewards and sanctions to recognise acceptable/unacceptable behaviour. All staff in our Academy will be involved in the implementation of these rewards and sanctions.
In every class in our Academy, we have a colour traffic light system, where all children start on Good for Green. If a child needs a reminder to show a positive behaviour for example calling out or being disrespectful to either another pupil or an adult, then they will move to Yellow on the traffic lights. The child will make positive behaviour choices and will move back to Green, if however the pupil continues to disrupt learning, they will move to Orange, then to Red for Stop. If a pupil is on Red, reflection time and a restorative conversation with an adult. All children will start back on Green at the start of the afternoon session. Sanctions may result in a withdrawal and Time Out at Break times, or removal to another classroom to complete work. Negative behaviours which impact on the learning of others, hurting, bullying, racist comments, sexual behaviours will all be recorded on CPOMs and parents/carers will be informed. See Behaviour Ladder below.

Through the House Point System all children from Reception to Year 6 are divided into four house groups across the school with elected House Captains from Year 6. These Houses are all named



after famous castles in Lincolnshire. They are: Bolingbrook, Tattersall, Lincoln and Somersby. Total house points are displayed clearly in the classrooms and can be awarded by all adults. Each class's House Points will be collected by our elected House Captains weekly and displayed in the hall and discussed in our weekly values assembly. At the end of each term, the winning house takes part in a celebratory activity. House points are awarded in line with the School Values and other areas of school life such as lunchtimes, break times, homework and our Golden Rules.

Celebration of work and our values takes place through a weekly celebration assembly where children celebrate their work in front of the school.
In class during the week, house points are awarded for meeting the school values and children are rewarded for excellent behaviour, following the school values and working hard for their class with a dip from the 'goody box.'

Sanctions

This table enables staff to deal with behaviour consistently across the Academy. It is used as a guide. This table is intended as an indicator for staff and children to recognise that their behaviour is escalating and to highlight that actions need to be taken to stop it reaching Stage 5. Staff knowledge and understanding of the pupils and the situation will also be taken into account when dealing with unacceptable behaviour. Staff are aware that accidents do happen and mistakes can be made so we ensure that discussion take place before deciding on the correct cource of action. Also the sanctions need to be matched to the child's age and stage of development.

Warning prior to stages	Stage 1 Miss 5 minutes of break/lunch time. Reflection time with an adult on duty	Stage 2 Miss all of break time/ 20 mins of lunch break Reflection time with an adult on duty	Stage 3 Time out to reflect with a member of the Inclusion Team for the rest of the session	Stage 4 Time out to reflect with a member of the inclusion Team for the morning/afternoon	Stage 5 Time out for same day/next day. Internal suspension/ fixed period suspension.
Bad manners Speaking disrespectfully to others Refusing to co-operate/ follow instructions Putting selves or others at risk (	Repetition after first warning	Repetition of behaviour for which stage 1 was implemented. Teasing another child and	Repetition of behaviour which stage 2 was implemented Teasing another child with intent due to race, SEND, sexuality or	Repetition of behaviour which stage 3 was implemented Bringing prohibited/ banned items into the Academy	Repetition of behaviour which stage 4 was implemented. Physically hurting adults Absconding



swinging on chair, misuse of an object) Talking over others at inappropriate times Unintentional physical contact that had the potential to cause harm to someone else or damage to something.		causing upset Play fighting with intent to harm Swearing or using inappropriate language to others	intent of causing harm Bitting Damage to school property Physically hurting others with intent Putting themselves or others at risk intentionally	Bullying including cyberbullying	Persistent bullying Pre-meditated harm to others

For some pupils they may need a pupils support plan to support their behaviour (PSP). This will be drawn up with the parents, child and class teacher along with a member of the Inclusion Team. These are kept in a folder and discussed with parents and pupils regularly.

Other sources of external support

Might include:

- Lincolnshire Behaviour Outreach Support Services (BOSS)
- Lincolnshire Pupil Reintegration Team
- Working Together Team
- Educational Psychology consultation
- Lincolnshire Specialist Teaching Team (STT)

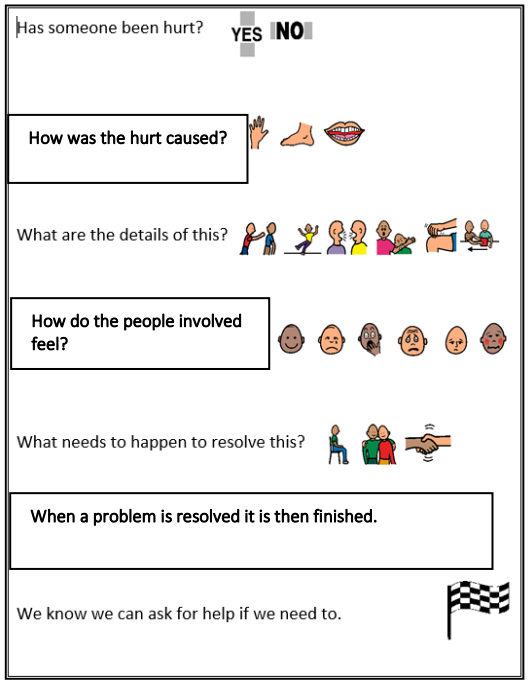
Restorative Approach

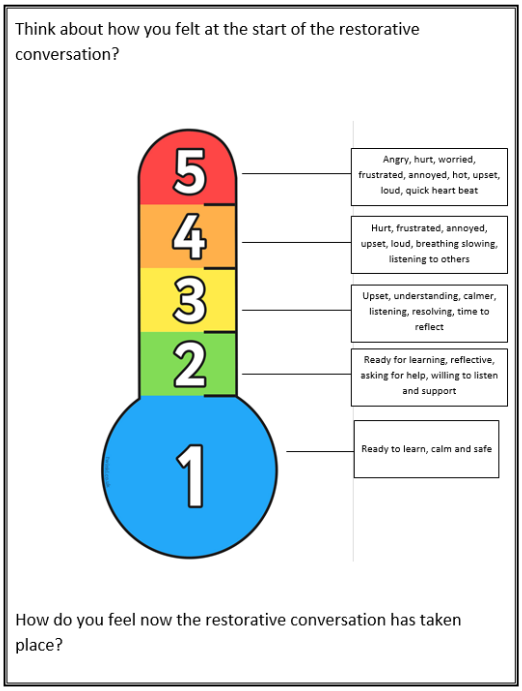
We have adopted the restorative approach to conflict resolution. This is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. Following any incident involving another child or adult in school, a child will be given the opportunity to resolve the issue. This will be done with the support of an adult if necessary and will allow both parties to share their views and feelings.

Below you will see the questions discussed in a Restorative Practice session.

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Responsibilities

Managing and modelling good behaviour is the responsibility of all staff at Mablethorpe primary Academy. We have high expectations and expect pupils to follow our school values and behaviour policy both in school and on school trips.

Role of the Principal

It is the responsibility of the Principal to implement the School behaviour policy consistently throughout the academy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the academy.

The principal ensures that record keeping for all serious incidents and lower level behaviours are recorded using our online system- CPOMS.

The Principal has the responsibility for issuing fixed term suspensions to pupils for serious breaches, persistent or unsafe acts of behaviour. For repeated or very serious acts of anti-social behaviour, the Principal may make the decision to exclude a pupil. In most cases a high level of work and support has been put in place in an attempt to improve these behaviours.

Pupil Voice

At our Academy, we recognise that pupils play an important role in creating a positive, safe, and respectful learning environment. Leaders actively seek and value pupil voice when reviewing and developing behaviour systems and expectations.

Pupil views are gathered through a range of methods, including:

- School Council meetings.



- Pupil questionnaires and surveys.
- Pupil leadership groups and ambassadors.
- Individual conversations with pupils, particularly following behaviour incidents or restorative meetings.

Senior leaders regularly analyse pupil feedback to identify strengths, concerns, and opportunities for improvement. Where appropriate, pupils are involved in discussing proposed changes to behaviour practices, rewards, sanctions, and strategies that support positive conduct and wellbeing.

The Role of Class Teacher

It is the class teachers responsibility to ensure that the school rules are embedded in their classroom practices. All of our teachers have high expectations of the children with regards to behaviour. They are role models for the pupils and treat each child fairly and respectfully in enforcing our academy expectations. The school rules and values are displayed prominently in every classroom. All pupils are regularly reminded of their importance, and any new pupils joining the Academy will be explicitly taught the school rules and values to ensure they understand the expectations, culture, and positive behaviours expected within our school community.
The class teacher will deal with incidents themselves, as part of classroom routines. However if the behaviour persist and stops the learning of others, then the teacher should seek help and advice from the Inclusion Team.
It is the class teacher's responsibility to ensure that parents are informed of negative behaviour.

The role of parents/carers

The Academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at Academy. We explain the Academy rules on the website and we expect all parents to read these and support them.
We expect parents to support their child's learning, and to co-operate with the Academy, as set out in the home–Academy agreement which is signed by all parents. New children joining our Academy will be given a behaviour home school agreement to sign with their parents. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
If the Academy needs to use reasonable sanctions with a child, we expect parents to support the actions of the Academy. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Principal.

Reasonable force

Where it is necessary to prevent a pupil from:

- causing injury or damage to the property of any pupil (including him or herself)



- prejudicing the maintenance of good order and discipline at our Academy reasonable force may be used by a member of staff.

The use of reasonable force is a last resort and alternative strategies will be adopted wherever possible. This could include contacting the parent or the police for support. Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result.

Our Academy will ensure staff members receive appropriate training in this area. Physical intervention will be used in line with the Trust's guidance and the principles outlined by the Restraint Reduction Network.

MPA will communicate with parents where serious incidents involving the use of force been used. It will be up to the Principal's discretion on the need to report, depending on the severity of the incident.

Searching and confiscation

In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for the following 'prohibited items':

- knives or weapons
- alcohol
- illegal drugs and paraphernalia
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury (whether physical or psychological) or damage to property.

MPA does not encourage the use of force but a member of staff may use reasonable force to carry out a search for a prohibited item as listed above. Where a member of staff reasonably suspects that a pupil is on possession of a prohibited item and the pupil refuses to cooperate with a search of their person or their property, MPA may treat this as a disciplinary matter and apply an appropriate sanction. In dealing with the confiscation or disposal of items found following a search, the Academy will have regard to the DfE's guidance on searching and confiscation. (Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies, July 2022.) Any cigarettes or e-cigarettes confiscated in the Academy may be destroyed.

Mobile phones

All mobile phones and Smart Watches are to be handed into the main office every morning. These are stores in a locked drawer, they are to be collected from the office at the end of the day.

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Suspensions and exclusions

This policy and all MPA processes relating to exclusions are informed by Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England - July 2022 ("DfE Guidance").

For serious incidents of poor behaviour or persistent breaches of this behaviour policy, the Principal may resort to either a fixed term suspension or permanent exclusion. MPA is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief, sexual orientation or because of pregnancy or gender reassignment. For disabled pupils, MPA will make reasonable adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

All suspensions and exclusions are monitored by the Academy and the Education Directors who report on a termly basis to the Standards Committee of the Greenwood Academies Trust Board. Where an excluded pupil is due to sit an external examination e.g 11+ and SATS suitable arrangements will be made to ensure the pupil can still sit the examination.

Before taking a suspension or an exclusion decision, the Principal of the Academy will also have due regard to the following (in accordance with the DfE Guidance):

• for groups with high exclusion rates (pupils with SEN, pupils eligible for Free School Meals, looked after children, pupils whose ethnicity is Gypsy, Roma, Travellers of Irish Heritage or Black Caribbean) any extra support required to identify and address the needs of the pupil

• what additional support or alternative placement may be required for a pupil with a Statement of SEN/EHC Plan or a looked after child

• that the permanent exclusion of a pupil with a Statement of SEN/EHC Plan or a looked after child should, as far as reasonably possible, be avoided. The decision to suspend or exclude will only be taken for a disciplinary reason and all decisions will be formally recorded.

In line with the DfE's SEND Code of Practice, if MPA has concerns about the behaviour, or risk of exclusion, of a child with additional needs and a pupil with an EHC plan it will, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN.

Where a pupil has an EHC plan, MPA will consider requesting an early annual review or interim/emergency review. For those pupils who are SEND-K, a co-production meeting (professionals and families meeting) will be arranged to discuss the additional support and strategies which may need to be considered.

Suspensions

If a decision is taken to exclude a pupil for a fixed term (suspension)

• the parent is contacted by the Principal as soon as possible and the decision is confirmed in writing.



The letter will outline any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion.
The parents' right to make representations about the suspension or request a meeting of the Academy Advisory Council's Disciplinary Committee is highlighted as appropriate.
• a meeting is set up for the parent/carer and pupil to attend on return from a suspension with a senior member of staff.
Following this meeting
• the pupil is reinstated
• the pupil may be placed on report or another appropriate temporary sanction or support
• behaviour support and 'reasonable adjustments' will be reviewed
• a record of the suspension and meeting is kept in the pupil's file.

In accordance with the requirements set out in the DfE Guidance, the Academy Advisory Council will arrange for a Disciplinary Committee to meet to consider reinstatement of the pupil if the suspension would bring the pupil's total number of school days of exclusion to more than fifteen (15) in a term or if the suspension would result in the pupil missing a public exam.
If requested to do so by parents, the Disciplinary Committee must also consider the reinstatement of an excluded pupil if that pupil would be excluded from school for more than five (5) school days but not more than fifteen (15) in a single term.
Where a pupil is suspended for fewer than five (5) days in a single term, the Disciplinary Committee will consider any parental representations but will not meet and cannot direct reinstatement.

Decision to permanently exclude
Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by a Principal
• in response to a serious breach, or persistent breaches, of this policy and
• where allowing the pupil to remain in MPA would seriously harm the education or welfare of the pupil or others in the Academy.

The following behaviour is regarded as completely unacceptable and may result in a decision to exclude, including on a permanent basis, depending on the circumstances:
• Physical assault against another pupil
• Physical assault against a member of staff or any other adult
• Verbal abuse/threatening behaviour towards another pupil
• Verbal abuse/threatening behaviour towards a member of staff or any other adult
• Any form of bullying
• Racist abuse
• Sexual misconduct or assault
• Drug and alcohol related incidents
• Damage to property (including arson)
• Theft



- Carrying an offensive weapon
- Malicious allegations against members of staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent, disruptive behaviour
- Serious incidents that bring the academy or GAT into disrepute
- Other (only in exceptional circumstances).

MPA will do everything possible to avoid the permanent exclusion of a Looked After Child. MPA will be proactive and work with the young person, carers, the virtual school and social workers to do everything reasonable to avoid excluding a Looked After Child.
The Education Director will be informed of any Permanent Exclusion decision.

Permanent exclusion processes

The processes that MPA must undertake following a decision to permanently exclude follows precisely the DfE guidance in this area. When the Principal decides to permanently exclude a pupil, the Academy Advisory Council will arrange for a Disciplinary Committee to review the case within fifteen (15) days of the exclusion. The panel will ensure they consider the facts of the case and representations at the meeting carefully before making a decision either to uphold the permanent exclusion or to reinstate the pupil. If, following the completion of the exclusion review process, a pupil who was permanently excluded is to be re-instated, the process of re-integration will require careful planning. A reintegration plan may also involve carrying out a risk assessment and implementing measures to reduce identified risks. The Academy will formalise re-integration plans, where actions, expectations and consequences are made clear in writing and may include a parental contract. Should a further exclusion be necessary, this could be used to demonstrate that a sound integration plan was put in place and rigorously applied.

If the decision to permanently exclude is upheld, parents/carers have the right, as described in DfE guidance, to request that the decision of the Disciplinary Committee be reviewed by an Independent Review Panel. Independent Review Panels must be impartial and constituted in accordance with the detailed provisions of the DfE Guidance.
The Trust will ensure that Independent Review Panel members and clerks are suitably trained. Where requested by the parent, a SEN expert will be appointed by the Trust to advise the Independent Review Panel.
The Independent Review Panel may decide to

- uphold the Disciplinary Committee's decision
- recommend that the Disciplinary Committee considers reinstatement
- quash the decision and direct the Disciplinary Committee to reconsider reinstatement.

The Independent Review Panel's decision is final and binding on the Academy, pupil and parents. The Independent Review Panel does not have the authority to direct the instatement of a pupil.
A parent may not appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration as the Commissioner's remit is limited to considering the conduct of appeal panels constituted by Local Authorities.

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Parents' responsibilities

There is a duty on parents to ensure that an excluded pupil of compulsory school age is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed by the local authority. Parents will also be warned in the exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court. Continuing education during the exclusion period

For the first five days of a suspension, MPA will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking. Where a pupil is given a suspension of six (6) days or longer, the MPA has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of exclusion as day one. With reference to permanent exclusions, the MPA will set work as described above for the five days following a permanent exclusion.

Zones of Regulation at MPA

We have implemented the Zones of Regulation across the Academy as a strategy to assist our pupils in developing skills to maintain and improve their mental and social well-being. Adults and children alike, adopt the principles of the Zones on a daily basis and we incorporate these into lessons and daily life. The Zones of Regulation incorporates Social Thinking concepts and numerous visuals to teach pupils to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states. There are four zones:

- Green Zone – is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- Blue Zone - is used to describe a low state of alertness. A person may have down feelings such as when one feels sad, tired, sick or bored.
- Yellow Zone – is used to describe a heightened state of alertness and elevated emotions; however, a person has more control when they are in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- Red Zone – is used to describe extremely heightened states of alertness and intense emotions. A person may be feeling or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The children learn to identify the emotions they are experiencing and the behaviour that may occur within each zone. They are taught how to regulate themselves using different strategies. When upset or angry children require time to calm down and manage their emotions before discussion around any unwanted behaviour takes place. Therefore, in every classroom children have



access to visuals to share how they are feeling and a range of strategies to support them to manage their behaviour dependent on the zone they are in.

- **Include arrangements for introducing behaviour expectations to new pupils.**
- **Reference how pupil voice contributes to the review of behaviour systems and sanctions every year.**