



COMMUNITY PRIMARY SCHOOL

'To be the best we can be'

POLICY FOR BEHAVIOUR – November 2020

Our Vision

At Spring Hill we aim to ensure that every child is:

- A successful learner
- A confident individual
- A responsible citizen
- An effective contributor

We do this by creating a happy, creative and inclusive learning environment which promotes excellence and develops a life-long love of learning.

The Governing Body is responsible for setting the principles that underpin the behaviour policy. The Governing Body is also aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and reduce discrimination. This policy has also been updated in line with LCC guidance 2019- Behaviour for Schools

Aims of the policy

To encourage a calm, purposeful and happy atmosphere within school.

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

To have a consistent approach to behaviour throughout the school with parental support, cooperation and involvement.

To make clear boundaries of acceptable behaviour and ensure safety.

To raise awareness about appropriate behaviour.

To help children, staff and parents have a sense of direction and feeling of common purpose.

Children's Responsibilities

To work to the best of their abilities and allow others to do the same.

To treat all members of the school community with kindness and respect.

To follow the instructions of all school staff and other adults teaching in the school.

To show the same standards of behaviour out of school when wearing Spring Hill uniform e.g on school trips.

To take care of property and the environment in and out of school.

To cooperate with other children and adults.

These responsibilities are reflected in the school's expectations of children as agreed by the school council (February 2017). These expectations are displayed throughout the school and children are regularly reminded of them in class, at playtimes/lunchtimes and during school assemblies.

Staff Responsibilities

To use rules, rewards and sanctions clearly and consistently, including use of the traffic light system.

To develop and raise children's self-esteem, develop and extend their potential and recognise that each child is unique and to be aware of their individual needs.

To treat all children fairly and with respect.

To provide a challenging, interesting and relevant curriculum.

To create a safe and welcoming environment, physically and emotionally.

To be a good role model.

To work with parents so that all children can see that the key adults in their lives share a common aim.

Parental Responsibilities

To make children aware of appropriate behaviour in all situations.

To encourage independence and self-discipline.

To be a good role model.

To show an interest in all that their child does in school.

To work with the school staff so that all children can see that the key adults in their lives share a common aim.

To support and reinforce the school's policy on behaviour.

To praise and reward good behaviour and effort.

For Information regarding parental responsibilities, please see Parent code of conduct policy.

School and Classroom Rules

The school has a set of rules/expectations for all children that attend Spring Hill. These were drawn up by the school council in February 2017 and are reviewed annually.

Rewards and Sanctions

Rewards

At Spring Hill a range of rewards are used to positively encourage hard work and outstanding behaviour. It is important that this sort of behaviour is recognised. We do this through a variety of ways including:

Team Points

Children are split into four teams: Ribble (red), Wyre (green), Calder (yellow) and Hodder (blue). Each child will be earning team points to add to their team's collection.

Team points will be counters that are collected in a pot in each class. At the end of each week, the team points will be added to the team point collection tubes in the hall.

At the end of each term, the team that has the most team points will earn a non-uniform day.

Each term's winning team will be recorded and an overall winner announced at the end of the year.

To earn team points, children must follow the school expectations and the 6Rs.

Team points are to be given out one at a time for work and displaying positive attitudes around school, as this will keep their value high.

Children should be given team points to reinforce positive behaviour.

Spring Hill Super 6

At Spring Hill our try to be:

Respectful
Responsible
Resilient
Resourceful
Reliable
Remarkable

Children will each have a passport with spaces for adults to sign under each of the Super 6 headings. The children will aim to display the characteristics listed above and collect signatures on their card when adults 'catch them' showing these skills.

Every time a child earns an individual signature, they also earn a team point for their team.

Each card allows the children to collect 60 signatures.

Children will be rewarded with pin badges as they collect set amounts of signatures:

30 Bronze
60 Silver
120 Gold
180 Platinum

Teachers will keep completed cards to keep a record for each child.

Children who achieve their platinum award will become school ambassadors the following year.

- ✓ Verbal praise of children by staff and by their peers;
- ✓ Award of team points. These are never taken away. Team points are displayed in the school hall.
- ✓ Visits to other staff e.g. other teachers, key stage leader, deputy headteacher;
- ✓ Visits to headteacher;
- ✓ Star Worker awarded in Friday's whole school celebration assembly;
- ✓ Conversations with parents and notes home to parents;
- ✓ Always Awards;
- ✓ Fab 50 – KS2 (see separate information)

✓'Choccy Morning' – this is linked to Positive Playtimes;
Whole school traffic light system to encourage positive discussion between staff and pupils.

For information regarding lunchtime behaviour policy please see Positive Playtime policy.

Sanctions

We have a staged response for addressing behaviour which falls below the very high standards we expect at Spring Hill.

General Principles

A. The vast majority of incidents will be dealt with by the class teacher whose responsibility it is to deal with such matters. The staged response gives a framework that deals with expectations, responsibilities and consequences. It is set out in five stages of increasing seriousness.

1. The child is issued with a warning card e.g. talking in class when not appropriate. Children work hard to have this card removed by the class teacher for improved behaviour.
 2. If the child repeats the misdemeanour, then there will be withdrawal of some playtime. The length of this will be determined by the teacher using their professional judgement. Loss of playtime at this point will be supervised by the class teacher. Teachers may decide at this point to involve the key stage leader to discuss the matter. There will also be loss of Fab 50 time for repeat offences- this is recorded on the classroom Fab 50 sheet to be sent to the learning mentor on a weekly basis.
 3. Repeated misdemeanours will result in a stage 1 report card being issued. This is in consultation between parents and class teacher.
 4. Children whose behaviour does not improve following stage three will be subject to an individual behaviour card which will be sent home each evening for parents to sign. If an incident is deemed to be of a more serious nature, then the child will move immediately to stage 3 of the staged response and sanction 4 imposed.
 5. In the event of pupils being disruptive or abusive, causing distress to staff and or peers in class then this will be reported to the headteacher/deputy headteacher and they will be removed by the head/deputy and will lose their playtimes and also be unable to sit with their peers during that day. They will be allowed short breaks at a time different from their peers. Other senior staff may be required to assist in covering lunchtime.
- B. Parents will be informed by telephone immediately & maybe asked to come into school to speak to the headteacher/deputy headteacher- See paragraph E.
- C. The head/deputy, having addressed the reasons for the removal, will accompany the pupil to see the class teacher. The class teacher must accept that the incident has been dealt with appropriately.
- D. In line with the Positive Playtimes policy, a child may be sent to reflection with a senior member of staff the following day for not meeting expectations at play/lunchtime. It is the decision of the class teacher or a senior leader on play/lunchtime duty to send a child to reflection- this will be in consultation with other members of the lunchtime staff. During reflection, a Let's Reflect sheet should be used as discussion between the senior leader and pupil.

E. We have a 'No Hit' & a 'No Swear' policy in school. If a child, either physically hurts another child with the intent to intimidate; or uses language which is of a sexual nature or which is deemed to be inappropriate, then the following procedures will be actioned-

Swearing:

- If it has been reported that a child has used inappropriate language, the child will be sent to the deputy headteacher/headteacher immediately- If it considered that the child has used inappropriate language the child will be issued with a verbal 'strike'
- The class teacher will inform the child's parents of the above on the same day
- If a child receives 3 strikes for using inappropriate language, parents will be asked to meet with the deputy headteacher/headteacher to discuss the child's behaviour. There may be a need for a risk management plan to be put into place at this stage.

F. Violent behaviour (hitting with the intent to intimidate or cause harm) towards other children or adults will not be tolerated in any circumstances and will result in the child being sent to the deputy/headteacher. Parents will be informed immediately and appropriate sanctions enforced whereby parents will be invited in to school to speak with the deputy/headteacher.

G. Three such occurrences in any term may result in exclusion proceedings. A risk management plan will be enforced at the second stage.

H. At Spring Hill, we use the Lancashire Risk Management form to support pupils who display more challenging behaviour. The class teacher is responsible for completing and updating the form with key members of staff including the SENCO and Key Stage Leaders.

I In any circumstances where a child displays excessive, continuous or extremely disruptive behaviour and school based strategies are having little or no impact then the school SENCO will instigate the support of external agencies. Before external agencies are contacted a Risk management plan needs to be written. The risk management plan will inform the CAF and will demonstrate that the school has put into place a range of strategies, demonstrate a child centred approach and show that the parents/guardians have had the opportunity to support. A CAF may also be deemed appropriate at this point. All staff will receive regular CPD in use of behaviour management. The senior leadership team will monitor the use of the behaviour policy being used consistently and fairly by all staff.

Recording:

When a member of staff is dealing with a behaviour incident involving fighting/swearing, the member of staff will use the traffic light system in the first instance- There may be a need to call for a more senior member of staff to assist- this should be in the order of:

- KS Leaders;
- SENCO;
- DHT;
- HT.

Every effort should be made by the member of staff dealing with the incident to determine the cause of the issue. A behaviour incident form should be completed before the pupil/s are sent to the DHT or HT.

Not all sanctions will require a record to be kept. Where a record is needed, this will be recorded in the behaviour Incident log kept by the headteacher. The headteacher will decide if this should then be recorded on the School Management System (SIMS).

Children subject to involvement from external agencies e.g. social services may need a behaviour log maintaining.

Exclusion

The headteacher decides whether to exclude a pupil either for a fixed term or permanently, in line with the school's behaviour policy and Local Authority and Department for Education guidance.

Use of reasonable force

The school follows guidance published by the Department of Education 'Use of Reasonable Force' document which was last reviewed in 2015.

In addition four members of staff are trained in TeamTeach de-escalation strategies.

Anti Bullying Policy

Bullying in any form is not tolerated at Spring Hill and appropriate measures will be taken to address any issues of bullying. More detail can be found in the school's anti-bullying policy.

Equality Duty

Spring Hill has a duty to ensure that equality of opportunity is provided for every pupil. Please see our Equality Policy for more details.

This policy was updated in consultation with staff and pupils.

Review date: November 2021

