



Care, Collaboration, Challenge

## Springfield Primary Academy

### Behaviour Policy

At Springfield Primary Academy, we are working towards children caring for themselves, each other and for their environment. Our statement of values states that we will promote respect for all and create a positive and safe learning environment. Good behaviour is key to raising self-esteem and attainment in school. Every child has the right to learn in a safe environment that is supported by a positive behaviour strategy.

Behaviour will always be good if there is a strong, positive ethos in school and where there is a consistent approach to behaviour management.

Adults who work in the school community are role models for pupils. Their relationships with each other and with pupils, and their general outlook and demeanour have a huge effect on the pupils in their care. Being calm, positive, kind, showing empathy and understanding, displaying encouragement and challenge are all attributes that need to be explicitly demonstrated to pupils.

Pupils should be encouraged to take responsibility for their own behaviour. Every action has a consequence of one sort or another, and this needs explaining to children on a regular basis to reinforce the message. Where behaviour is unsatisfactory, reference should be made to the wrong choice that has been taken and opportunity should be given to choose more appropriate behaviour. In these circumstances, reference should be made to the pupil's behaviour and not to labelling the child; all pupils have the ability to make the right choices with the right kind of encouragement and emphasis. The emphasis on behaviour that is appropriate should be consistent through the school if children are to be clear about what is expected of them.

Everyone responds more effectively to praise than to criticism. Adults who have positive, established relationships with pupils rarely have need to resort to sanctions. Continual reinforcement of school expectations and procedures, backed up with deserved praise and the school's reward system, is more likely to achieve a desired outcome than resort to criticism and sanction procedures. The manner and choice of words when speaking to a child can make a world of difference in the same way that it can with anyone else. Adults should be particularly sensitive to a child's background (where it is known) and particular needs when tackling behaviour concerns.

The strength of any school is in its people, both children and adults, and their inter-relationships with each other.

### Rights and responsibilities

- All pupils have the right to learn and all teachers/teaching assistants have the right to teach
- Everyone has the right to be treated equally and with respect
- Everyone has the right to feel safe and secure whilst at school
  
- Everyone has a responsibility for their own behaviour
- Everyone has a responsibility to let lessons happen without disruption
- Everyone has a responsibility to treat others fairly and with respect
- Everyone has a responsibility to respect the school and the property of others

To give pupils opportunities to demonstrate their shared responsibilities for the management of the school a monitor system is in place. Class teachers may give additional responsibilities to pupils in their classrooms on a volunteer basis. All classes have a Learning Ambassador, who sits on a Council where general concerns about behaviour or bullying can be discussed. A house system is in place, with each house having two house captains. These house captains act as prefects around school and are given additional responsibilities to help in the smooth running of the school. Other systems are in place for personal/private issues.

## **School Rule**

**‘Do the right thing, in the right place, at the right time’**

This means to:

- Be proud of yourself and others
- Respect people, the environment and property
- Keep hands, feet and hurtful comments to yourself
- Walk quietly in school

## **Walking around school**

Everyone should walk calmly and quietly when in school. This is taught to all children and is safe behaviour. It also shows consideration for those classes and people who may be working.

## **Bullying**

There is no place for bullying in our school. Reference should be made to the anti-bullying statement for guidance on this issue. This includes any online bullying, whether this takes place during the school day or after school.

## **Health and Safety**

Good behaviour is safe behaviour that supports the learning and security of everyone. Poor behaviour may compromise these things. Behaviour that compromises the safety of anyone will not be tolerated, and will result in the removal of that person from that activity.

## **Playground**

On the playground, the following safety rules apply:

- No ball games at the beginning and end of the school day
- No play fighting or wrestling
- Children must ask the duty person before going to the toilet
- Children must stay on the playground – not in corridors or toilets
- When the first whistle blows, all children STOP and LISTEN
- When the second whistle blows, all children WALK QUIETLY to their lines/into school, putting away any playground equipment on the way

## **During the Coronavirus Pandemic**

- Follow routines for arrival and departure
- Follow instructions on hygiene – washing hands, etc.
- Keep within your bubble
- Try to sneeze/cough into a tissue, or the crook of your arm
- Dispose of your tissue in a bin
- Wash your hands after coughing/sneezing
- Tell an adult if you are feeling ill

## Positive encouragement

- Good behaviour should be encouraged and rewarded verbally throughout the day, by children and adults alike
- Our PSHCE programme, Jigsaw, supports the building of self-esteem and positive behaviour
- Good manners and thoughtful behaviour should be rewarded with verbal praise or stickers
- Positive attitudes to learning and class work will be commended in the 'I Am Proud' assembly, to which parents are invited
- Each week, children are chosen by the class teacher to take their work to the Headteacher
- Smileys are awarded for good work and positive learning behaviours.
- Other rewards include – Headteacher's awards, class based systems, stickers, praise and the showing of excellent work to other adults and classes in school

## Sanction procedures

### In the Classroom

Inappropriate behaviour will in the first instance be addressed by the adult who has immediate responsibility for the individual concerned. This may be the class teacher, the teaching assistant, or other designated adult. Warnings, requests or advice should always be given in a calm manner and be consistent with the positive, whole school approach. These should involve a reminder and reinforcement of the school rule, and they should be clear about what is inappropriate in the child's behaviour. If a child is given two warnings in a session, then the child will miss 5 minutes of their playtime. If a child is given three warnings, then the child will miss ten minutes of their playtime. If a child is given four warnings, then they will miss their whole break and will have to see Mr. Willett or Miss Appleby. The incident will be recorded in the child's pastoral record and a text message will be sent informing the parent, if three or four warnings have been given.

Occasionally, a child may fail to respond to advice, a request or warning from the class teacher. In these circumstances where disruption is persistent, the child should be sent to the designated partner class with work to be completed. If the partner class is inappropriate, e.g. during a PE lesson, the teacher of the partner class will re-direct the child to another class teacher. On no account should a child be stood outside a classroom. A record should be kept by the class teacher and the Head should be informed. The class teacher must inform the parent directly.

In certain circumstances, a child may be put on a 'yellow' card. This means that behaviour will be monitored over a five-day period and improved behaviour is expected. During the time on a 'yellow' card, the child will not be allowed to represent the school in sporting competitions or be allowed to hold any position of responsibility in school. Parents will be informed by a member of the Senior Management Team. If behaviour does not improve, then a 'red' card will be put in place. Parents will be asked into school to discuss the situation and a behaviour plan drawn up. This sanction will only be taken in discussion with the principal and when taking any extenuating circumstances into consideration.

Any child who misses a playtime will be asked to stand outside at the field edge. Any member of staff who tells a child to miss their playtime must inform a member of staff on the playground.

<b>Inappropriate behaviour</b>	<b>Sanction</b>
<ul style="list-style-type: none"><li>• Not managing distractions</li></ul>	<ul style="list-style-type: none"><li>• Warning given</li></ul>
<ul style="list-style-type: none"><li>• Two warnings given in any one session</li></ul>	<ul style="list-style-type: none"><li>• Miss 5 minutes play time</li></ul>
<ul style="list-style-type: none"><li>• Three warnings given in any one session</li></ul>	<ul style="list-style-type: none"><li>• Miss 10 minutes play time (text sent home)</li></ul>
<ul style="list-style-type: none"><li>• Four warnings given in any one</li></ul>	<ul style="list-style-type: none"><li>• Miss break</li></ul>

session	<ul style="list-style-type: none"> <li>• Child sent to Head/Deputy</li> <li>• Child removed from class to partner class for the rest of the morning/afternoon session</li> <li>• Child put on yellow card for 5 school days – not able to represent the school/be a monitor, etc.</li> <li>• Parent contacted by class teacher</li> </ul>
<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Swearing</li> <li>• Lack of respect to adults</li> <li>• Spitting</li> </ul>	<ul style="list-style-type: none"> <li>• Miss play time</li> <li>• Recorded in pastoral record</li> <li>• Parent informed by text</li> <li>• Child sent to Head/Deputy</li> <li>• Child may be put on yellow card for 5 school days – not able to represent the school/be a monitor, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Second session in partner class in any five consecutive days</li> <li>• Ongoing disruptive behaviour</li> <li>• Third hitting/swearing/spitting incident in any five consecutive days</li> </ul>	<ul style="list-style-type: none"> <li>• Child sent to Head/Deputy</li> <li>• Behaviour report with behaviour target issued (red card)</li> <li>• Parents informed by member of the SLT</li> <li>• Recorded in pastoral record</li> </ul>
<ul style="list-style-type: none"> <li>• Racist/homophobic comments</li> <li>• Fighting</li> <li>• Bullying – verbal/physical/cyber</li> <li>• Knowingly bringing dangerous objects into school</li> </ul>	<ul style="list-style-type: none"> <li>• Child sent to Head/Deputy</li> <li>• Sanction as required</li> <li>• Parents informed by member of the SLT</li> <li>• Recorded in pastoral record</li> <li>• Child on red card for 5 school days – not able to represent the school/be a monitor, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Serious physical assault of a child or adult</li> <li>• Using a dangerous object to threaten/harm</li> <li>• <a href="#">Deliberately coughing or spitting at another person</a></li> </ul>	<ul style="list-style-type: none"> <li>• Fixed term exclusion (length of time determined by seriousness of the offence)</li> <li>• Recorded in pastoral record</li> <li>• Police involvement, where necessary</li> </ul>

## Lunchtimes

All serious incidents should be reported to the senior supervisor and to the relevant class teacher after the lunch break. Any incident should be recorded in the pastoral record.

If an incident is considered to be more serious, the head teacher is informed.

Children displaying unacceptable behaviour during the lunch break will miss part of the lunch break, at the discretion of the lunchtime staff.

## Exclusions

In very rare cases where behaviour has become violent or completely unacceptable, impacting on the learning and/or safety of others, fixed term exclusions will be considered, leading to permanent exclusion in the most severe of cases.

DfE Exclusions guidance is followed throughout this process, with template letters and Local Authority monitoring forms used.

Only the head teacher, or the deputy head teacher, acting on behalf of the head, has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently, following DfE guidance documentation. It is also possible for the head teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.

The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decided that a pupil should be reinstated, the head teacher must comply with this ruling.

### **Physical Restraint**

In very rare cases, a child may need to be physically restrained for their own or others' safety when not responding to de-escalation strategies used by staff. Staff members trained in Team Teach will use safe, effective methods of restraint. Parents will be informed of the use of physical restraint by the end of the day in which it was used. DfE guidance on the restraint of pupils will also be referred to. Should a child need regular physical handling, a physical handling plan will be written and agreed.

### **Parental support**

The support of parents is vital to the successful application of the school's behaviour policy. It is hoped that parents will support the positive approach the school takes to behaviour and that they will encourage their child to follow the school rule.

It is the school's responsibility to inform parents if there are concerns about a pupil's behaviour in school. The sanctions procedure in this policy outlines notification to parents at a formal level. Informal approach may be made direct by teachers, teaching assistants or nursery nurses on behalf of teachers, the Deputy Head or the Head if this is deemed appropriate. Often this kind of approach can deal with issues before they develop into wider concerns.

### **Self-evaluation and review**

The school will audit its provision on behaviour management and positive behaviour strategies annually as part of its self-evaluation procedures.

### **Policy reviewed: June 2020**

## Appendix A: Partner Classes

<b>Class</b>	<b>Receiving class</b>
1RE	2JB
1/2MW	1RE
2JB	1/2MW
3LH	4CS
3/4SF	3LH
4CS	3/4SF
5VM	6EP
5SG	6DA
6DA	5SG
6EP	5VM