



Care, Collaboration, Challenge

Springfield Primary Academy

Behaviour Policy

Policy Overview

Within our academy, high standards of behaviour are expected from all children. A positive working environment is essential for positive relationships and members of staff should lead by example.

This policy applies to children's behaviour whether the child is on the academy site, outside of the academy site or outside of the school day. The academy will take appropriate action where a child's behaviour falls below the expected standards.

Policies and practice promote an environment conducive to learning and ensuring high achievement for all young people, irrespective of their differing needs. Children are asked to:

- Arrive at the academy punctually and be prepared to learn
- Bring appropriate equipment such as: PE kit and reading books
- Wear the academy uniform correctly
- Be polite, courteous and respectful to everyone on the academy site and to comply with reasonable requests or instructions made by the staff on the first time of asking
- Have regard for their own safety and that of others

Aim

To offer a happy, well-organised, positive and stimulating environment where children will work purposefully, where effective learning can take place and where children demonstrate good social and learning behaviours.

We aim for the children to develop the following:

- Respect for oneself, others and property
- Positive self-esteem
- Co-operation and collaboration
- Care for others
- Self-discipline
- Self-motivation and resilience
- Independence

Objectives

- To ensure a common policy concerning behaviour that will generate positive, consistent approaches amongst staff
- To examine and reaffirm the importance of PSHE and other areas of the curriculum as a vehicle for positive behaviour
- To develop strategies to support children showing challenging behaviour

- To work in partnership with parents to inform and offer support with regard to any individual behaviour difficulties

The Classroom Environment

Disruptive behaviour affects both the teacher and other children. As recognised in the Special Educational Needs and Disability Code of Practice (January 2015) poor behaviour may be a result of unmet needs and the class teacher will, with support from other staff in the academy, implement strategies to provide the necessary support to the child.

Low level disruptive behaviour can be influenced positively by effective classroom management techniques.

Positive Influences

- Structured and well-prepared activities taking place in a friendly atmosphere and pitched at an appropriate level
- Courteous and respectful interactions with children making use of pleasant humour
- Clear messages of enjoyment about being with the group
- Creating space and 'play' opportunities for individual children where appropriate
- Giving children opportunities to explore feelings, make choices, clarify values and work collaboratively
- Considering furniture layout, groupings, pace of lessons and challenging tasks
- Avoiding stereotyping, especially stereotyping children as troublemakers
- Being aware of home circumstances and values

Negative Influences

- Loud use of public reprimands and threats
- Constant use of criticism and sarcasm
- Aggressive reaction to minor incidents which increases the likelihood of major confrontation
- Being unjust or inconsistent

School Rule

'To do the right thing, in the right place, at the right time'

This means to follow and put into practice Care, Collaboration and Challenge through the following key drivers:

Care

- I care about myself and others.
- I care about our environment.
- I care about beautiful work and doing my best.

Collaboration

- I can learn as part of a team.
- I can contribute to a discussion and listen to and respect other people's views.
- I can manage distractions.

Challenge

- I can persevere in everything I do.

- I know my next steps.
- I can use what I've learnt.

System of Affirmation/strategies for praise and reward

Any praise given to children should be genuine, personal and specific.

Children behave positively if they think they are worthwhile people. Affirming a person increases or restores her/his sense of self-esteem. It is particularly necessary with children whose own self-image is low. Affirming a child will sometimes avoid problematic situations.

Good behaviour is praised and rewarded by staff to give recognition to the efforts being made by children to behave appropriately. This will also have the effect of communicating staff expectations to children who are not behaving in an acceptable manner.

- Good behaviour is encouraged and rewarded verbally throughout the day
- Good manners and thoughtful behaviour is rewarded with verbal praise or stickers/Dojos/Golden Tickets
- Positive attitudes to learning and class work will be commended in the weekly 'Celebration Assembly'
- Each week, children are chosen by the class teacher to take their work to the Head teacher
- Dojo points are awarded for good work and positive learning behaviours, leading to bronze, silver, gold and platinum certificates
- Other rewards include – Head teacher's awards, class based systems, stickers, praise and the showing of excellent work to other adults and classes in school

Assertiveness/Warning/Consequences

Faced with inappropriate behaviour it is tempting for any teacher to threaten punishment. However, punishments and rewards keep children dependent upon external motivators. The development of self-awareness and self-discipline is sacrificed for the sake of immediate compliance.

Behaviours have consequences. However, negative consequences imposed too quickly take away the need for the child to face the issues, make choices and take responsibility.

Where a child's behaviour is not in line with school expectations, incidents will be investigated fully and consequences may be issued where staff deem this appropriate, in line with the school behaviour policy. These consequences are issued at the discretion of the academy and will not be negotiated or revoked, however staff will use their own professional judgement to issue consequences proportionate to the severity of the incident and the age of the child. Children will often be given verbal warnings prior to consequences being given but this is not always appropriate, particularly with incidents involving intentional physical harm. Consequences may include but are not limited to:

- Verbal advice and warnings where appropriate
- Minutes off or whole break times/lunchtimes missed
- Catching up on school work during break time
- Multiple days of missed breaks and lunchtimes
- Temporary or permanent removal of special responsibilities and privileges
- Working in a different classroom for part or whole of the lesson
- Isolation from the class for half or a whole day
- Ban from participating in certain activities/representing the school
- Behaviour report

- Fixed term exclusion
- Permanent exclusion

Procedure for dealing with conflict resolution – 4Rs

The adult intervenes to stop the behaviour and administer first aid if needed.

- Relax – children are given time to calm down so they can express themselves calmly.
- Review – adults investigate and discuss the incident with the children involved.
- Reflect – children reflect on what they could do differently next time.
- Repair – consequences are then given if needed, and explained to the child. Apologies are made.

Support Pupils

A behaviour modification programme for individuals may be applied if appropriate.

The class teacher and child will identify targets. If there are a number of incidents of negative behaviour, outside agencies may be consulted.

It is important to consider a differentiated approach to learning if a child is displaying challenging behaviour. Differentiation should be an inherent part of planning for individual needs.

It is important for staff to feel that they can rely on each other when dealing with challenging behaviour. Members of staff should feel that they are able to seek support and advice from colleagues, particularly SLT, before a situation becomes out of hand.

Curricular Links with Behaviour Management

Our academy has a positive approach to behaviour management and as such, believe in actively developing children to be self-disciplined. In order to do this, it is essential that children are given opportunities to discuss different types of behaviour and their effect on others. A significant part of the curriculum is committed to Personal, Social and Health Education when many of these issues can be considered. At Springfield Primary Academy we use the Jigsaw PSHE programme. This is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives – now and in the future. As part of a whole-school approach, our Jigsaw curriculum develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Bullying and Racism

Springfield Primary Academy has an Anti-Bullying and Anti-Racism approach and actively explores these issues within the curriculum. These subjects are discussed from the viewpoint of the bully and the victim to enable pupils to understand the feelings and emotions of others.

We need to be clear about what we mean by bullying. We define it as:

- The wilful, conscious desire to hurt or threaten someone, physically, emotionally or materially on a number of occasions; or
- When a person or a group deliberately intends to cause someone else to feel hurt, distressed, threatened or humiliated; or
- Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In accordance with the academy's Anti-Bullying policy, any incident of bullying occurring at the academy will be taken seriously and followed through appropriately by staff. Parents of both the bully and the victim will be involved and kept informed as appropriate. A written record of any such incident will be made and recorded on CPOMS.

Springfield Primary Academy sees racism as a form of bullying and does not condone it in any form.

Monitoring Behaviour

Senior leaders monitor behaviour regularly to identify any patterns in incidents. Appropriate actions are taken to ensure that these patterns are broken.

Use of Reasonable Force

In exceptional circumstances and as a very last resort, where there is danger of injury to a child or member of staff, positive handling using reasonable force may be appropriate. Positive handling methods are only used by staff with appropriate training where de-escalation techniques have failed or cannot be used.

The academy will always communicate with parents where such techniques have been used. These incidents are recorded on CPOMS.

Springfield Primary Academy has a clear set of behavioural standards and code of conduct for all children; these are clearly set out on the Academy website and are communicated to children and parents on a regular basis. High standards of work and behaviour are expected at all times. A positive approach to discipline is taken and children are encouraged to show consideration and care for people and property.

Exclusion

Springfield Primary Academy recognises that in order to ensure a positive atmosphere based on a sense of community and shared values it may, on occasions, be necessary to exclude an individual or individuals either for a fixed period, not exceeding forty five academy days in any one academic year, or, in some circumstances, permanently.

Such exclusions will only be resorted to when the academy can demonstrate with adequate evidence that all reasonable steps have been taken, including education off-site and/or that the presence of the learner is likely to be severely detrimental to his/herself, other learners or employees. There may also be occasions when a short-term exclusion is appropriate because of unacceptable behaviour.

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 or teaching assistants on behalf of teachers, the Vice Principal or the Principal if this is deemed appropriate. Often this kind of approach can deal with issues before they develop into wider concerns.

Policy reviewed: April 2023

Policy to be reviewed: April 2024

Appendix A: Consequence Guidance

All adults will use this guide sensitively based on the information that they have about the child. The consequences are a general guide only. Consequences can be increased or decreased as staff see fit.

	EYFS	KS1	LKS2	UKS2
Class disruption	Time out Catch up work	Minutes missed from break Catch up work	Minutes missed from break Catch up work	Minutes missed from break Catch up work
Continued class disruption	Sent to partner class and whole break missed. Catch up work. Parent informed by class teacher			
Disrespecting equipment or property	Time out	Minutes missed from break	Minutes missed from break	Minutes missed from break
Using hurtful words	Time out	5 minutes missed from break	10 minutes missed from break	Missed break
Answering back/being disrespectful to an adult	Time out Parent informed by class teacher	5 minutes missed from break Parent informed by class teacher	10 minutes missed from break Parent informed by class teacher	Missed break Parent informed by class teacher
Rough play	Reminder, then stop game	Reminder first If continued, 5 minutes missed from break	Reminder first If continued, 5 minutes missed from break	Reminder first If continued, 5 minutes missed from break
Carelessness and rough play causing an accident	Time out	5 minutes missed from break	10 minutes missed from break Ban from equipment for 1 day	10 minutes missed from break Ban from equipment for 1 day
Retaliation	Time out	10 minutes missed from break	Missed break	Missed break
Intentional hurting – no injury sustained	Time out	Missed break	2 missed breaks If equipment involved e.g. football – ban child from using it for 3 days	2 missed breaks If equipment involved e.g. football – ban child from using it for 3 days
Severe aggression, intentional hurting another causing injury	Time out Parent informed by class teacher	2 missed breaks Parent informed by class teacher	2 days missed breaks If equipment involved e.g. football – ban child from using it for 1 week Parent informed by class teacher	3 days missed breaks If equipment involved e.g. football – ban child from using it for 1 week Parent informed by class teacher

Appendix B: On the 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

Appendix C: Partner Classes

Class	Receiving class
Class 1	Class 2
Class 1/2	Class 1
Class 2	Class 1/2
Class 3	Class 4
Class 3/4	Class 3
Class 4	Class 3/4
5/6DA	5/6CW
5/CW	5/6LO
5/6LO	5/6DA

If you need to use a partner class, and that class is at PE, use the other phase class.