

# Springfield Junior School

## Behaviour Policy



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Approved by the Committee/Governing body	<i>March 2024</i>
Review date	<i>January 2025</i>

## **Springfield Behaviour Policy 2021**

### **The Behaviour Policy directly relates to:**

Attendance Policy	Special Educational Needs /Disabilities	Equality Policy
School Ethos and Values	Curriculum Policies (including Jigsaw)	Safeguarding and Child Protection

### **Aims and Expectations**

At Springfield Junior School, our primary aim is that every member of the school community feels valued and respected. We are a caring community, whose ethos is built on core values of mutual trust and respect for all, directly linked to British Values. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. As a result, this allows learners to uphold our school values: Self-awareness, Perseverance, Reflection, Independence, Not Afraid to take a Risk and Group Champion (SPRING into Learning)

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. The Behaviour Policy aims to give every member of the school community a voice and allow them to raise concerns if they have them.

The Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others, aiming to promote good behaviour, rather than merely deter anti-social behaviour.

All children are treated equally and the Behaviour Policy is implemented in a consistent way, taking into account Special Educational Needs and making reasonable adjustments where required. The behaviour of our vulnerable students is carefully monitored via the assess, plan, do, review cycle, whereby appropriate action is introduced to enable the child to fulfil their potential.

Springfield Junior School are conscious in considering whether a student's SEN has contributed to the misbehaviour and staff will use their professional judgement to make reasonable adjustments to sanctions if required.

## Convention on the Rights of the Child

As a school that respects the rights of the children and adults in our school family, community and beyond, it is important to us that this policy adheres to articles from UNICEF's Convention on the Rights of the Child (UNCRC).

### **Our School Charter September 2021**

- Article 28 – We have a right to learn
- Article 12 and 13 – We have a right to be heard and different opinions are respected.
- Article 24 – We have the right to be healthy.
- Article 2 – We have a right to be treated equally.
- Article 19 – We have the right to be safe.
- Article 31 – We have the right to relax, play and join a variety of groups.

Each classroom has their own individual charters based on the articles deemed important by each class, and the rights ambassadors have created a charter for the school:



## Springfield Learning Behaviours

Our children are taught, and encouraged to use, positive learning behaviours, as skills for life, to enable them to be successful learners now and in the future.

These are:

- **S**elf-awareness  
I am able to name my feelings and emotions, so I can think about how they can affect my behaviour
- **P**erseverance  
I persevere and never give up, even when I find things hard
- **R**eflection  
I can reflect on and improve my work, correcting mistakes, staying focused and taking pride in the presentation of my work
- **I**ndependence  
I can find solutions myself to work independently, using what I have already learned to help me problem-solve and find out even more about something
- **N**ot afraid to take a risk  
I rise to the challenge. I am not afraid to make mistakes because from these I will be a better learner
- **G**roup champion  
I share and cooperate. I collaborate and work with my partner, group or class, supporting and encouraging those around me to be the best they can be.

## Rewards and Consequences

### Rewards

Our main principle is that whenever possible intervention should be on the basis of reward. The school enjoys celebrating achievements and acknowledges the efforts and successes of children, both in and out of school. We firmly believe that expectations for behaviour should be communicated and upheld by all pupils throughout the school day and when they are representing the school.

<b>Class Rewards include:</b>	<b>Whole School Rewards:</b>
<ul style="list-style-type: none"> <li>✓ Verbal or written praise</li> <li>✓ Stickers for demonstrating SPRING learning behaviours</li> <li>✓ Stamps and smiley faces</li> <li>✓ Displaying work</li> <li>✓ Pupils sent to Senior Leadership, or other members of staff, to share learning</li> <li>✓ Annual school reports and termly updates to parents</li> <li>✓ Contact with parents to praise children</li> <li>✓ Phone calls/ notes to parents</li> </ul>	<ul style="list-style-type: none"> <li>✓ Weekly Celebration Assembly with certificates and stickers</li> <li>✓ Regular newsletters</li> <li>✓ Weekly Team Points stickers counted and shared</li> <li>✓ Special stickers from SLT</li> </ul>

### Consequences

Inappropriate behaviour in school is dealt with in a variety of ways and it must always be seen as being appropriate to the situation and children involved, relating to the behaviours observed (see Appendix 1.1 and Appendix 1.2).

Any consequences provided allows the pupils to reflect on the behaviours they have displayed and what they would do differently in future. Within lessons, a clear approach to behaviour is followed by all staff and these are shared with pupils explicitly.

### Consequences used within Class (see Appendix 1.1):

<b>Pupils' behaviour is excellent and rewards are provided</b>	<b>Step 1:</b>	<b>Step 2:</b>	<b>Step 3:</b>	<b>Step 4:</b>	<b>Step 5</b>
<p>Praise provided via agreed approach (see <i>Rewards</i>)</p>	<p>Verbal Warnings x 2</p>	<p>Support the child to refocus, reminding them of the behaviour expectations, learning behaviours etc and how they can access the learning</p>	<p>Pupil is moved to alternative seating to enable them to focus, reminding them of the next step of the behaviour process. They may miss 5 minutes of break, be asked to complete a reflection sheet, (Appendix 2.1) and/or asked to catch up work at another time.</p>	<p>The teacher calls SLT for the child to be removed via a red class card with another child. Child works in isolation as appropriate. Incident is recorded on CPOMs and parents are notified of action taken</p>	<p>After 15 minutes child may be returned to class or to a Thrive/pastoral support activity if appropriate. Behaviour will be monitored and repeated incidents may result in a behaviour support plan.</p>

## Consequences at Break Times (see Appendix 1.2):

Step 1:	Step 2:	Step 3:	Step 4:
Verbal warning  (See step 4 where a child has caused intentional harm to another child)	Asked to stand to the side to reflect upon behaviour	Pupil sent to Year Group Leader. Alternative break time required for the pupil. <i>Incident recorded on CPOMS by Year Leader.</i> Escalated to SLT if required	For violent and/or dangerous behaviour resulting in harm to another child, SLT will be called immediately and the child removed from the playground. This will be recorded on CPOMS and parents notified of the action taken.

At Springfield Junior School, our aim is to be transparent with parents and work together to develop good behaviour choices. Parents are welcome to speak with their child's class teacher regarding any consequence being provided in school.

There may be incidences where staff members are unable to move sequentially through the flow chart due to the negative behaviour being displayed by the pupil. There may be some cases where a child displays physical aggression towards others or shows defiance/rudeness towards a member of staff. These behaviours can all be identified in the **Unacceptable Behaviours** section in the appendix (Appendix 1.1 and Appendix 1.2).

### Restorative Justice

Through discussion, pupils are encouraged to understand how their behaviour affects others and also how they can make improvements. Teaching staff, including Year Leaders, and SLT use key questions to enable pupils to discuss their behavioural choices and how resolutions can be found.

### Exclusions

On the rare occasion that pupils display extremely serious behaviour or continue to display poor behaviour choices after the sanctions above, fixed term exclusions may also be used.

Depending on the nature of the offence, this may include immediate, permanent exclusion. Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. See the exclusion policy for further information.

### The Role of Springfield Junior School Staff

All staff in school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All members of staff model positive behaviours when working alongside pupils. In managing behaviour, staff are expected to explicitly share rules, have high expectations of behaviour and apply a range of strategies in class.

### The Thrive Approach

At Springfield Junior School we value the importance of understanding the underlying causes of behaviour as we view misbehaviour as communication of an unmet need. Consequently, we proudly use the whole-school THRIVE approach to improve attendance, behaviour and attainment. It is paramount that every student has the right to feel safe, respected and have their needs met. The THRIVE approach is at the heart of the Behaviour policy, consequently it reflects the need for developing positive social, emotional and learning behaviours. We encourage children to become accountable for their actions and how these might impact on others, hence we promote a solution-focused

approach to changing future behaviours. We understand that children with SEN or vulnerabilities may require additional support to do this, therefore learning plans and interventions reflect this.

### **The Use of Restraint**

The use of restraint is rare at Springfield Junior School. There will however be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the Department for Education’s Reasonable Force Guidance is adhered to (this can be referenced at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Staff are trained about their responsibilities regarding behaviour, and strategies for behaviour support through the BehaviourSafe course ‘Behaviour and the Law.’

### **Parental Support**

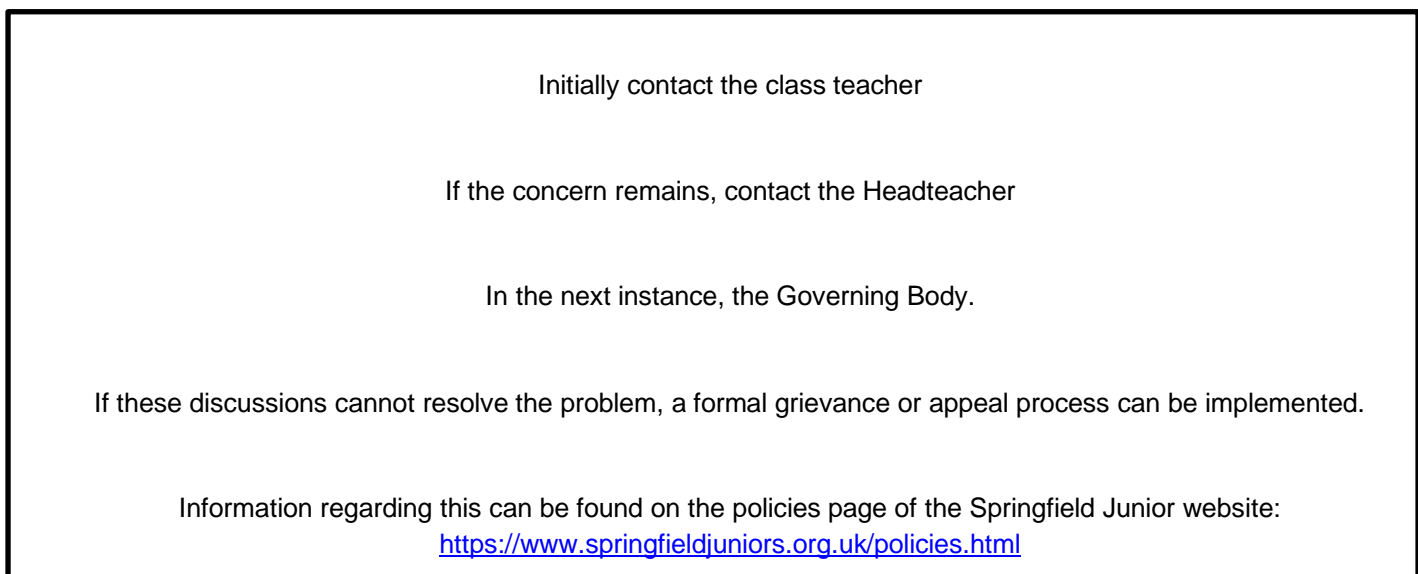
We actively work with parents to establish ways of working together to improve children’s behaviour. At Springfield Junior School, we believe in a joined-up approach. The Family Support Worker works in collaboration with parents and other external agencies. Within school, we monitor behaviour through Reflection Sheets and also using our whole school tracking software (CPOMS).

In some instances, there may be the need to implement an individual behaviour support plan or target chart. These are then reviewed regularly with parents and children. Emotional interventions such as ELSA or Thrive may be undertaken with trained practitioners in school, supporting behavioural choices of pupils. Behaviour plans are created after a number of incidents appear in a short period of time, including the completion of Reflection Sheets, and parents are requested to come into school to become actively involved with what steps can be put in place moving forward.

Additional privileges children receive may be withdrawn as a result of repeated concerning behaviour choices – This may include access to extra-curricular trips/ activities. These decisions are made by the senior leadership team, in discussion with year leaders, after consideration of the safety of all pupils and any additional measures that could be implemented.

### **Reporting Grievances**

This flow chart outlines the steps which should be taken when reporting concerns about how a child has been treated regarding their behaviour:



## **Reviewing the Behaviour Policy**

The Governing Body reviews the Behaviour Policy every year. Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Appendix 1.1

This list outlines a number of unacceptable behaviours which may be seen during lessons and also during break times. There may be instances where the consequences provided are sequential. However, members of staff will assess each incident and deal with it accordingly, using an appropriate sanction:

During Lessons	
<p><b>Step 1</b> Verbal Warning x 2</p>	<ul style="list-style-type: none"> <li>-Talking whilst an adult is talking</li> <li>-Calling out</li> <li>-Distracting others</li> <li>-Disrespect to someone's property</li> <li>-Rocking on a chair</li> <li>-Pushing or knocking others</li> <li>-Not being punctual to lessons</li> <li>- Not following instructions</li> <li>- Acting unsafely</li> <li>- Unkindness</li> </ul>
<p><b>Step 2:</b> Support the child to refocus, reminding them of the behaviour expectations, learning behaviours etc. and how they can access the learning.</p>	
<p><b>Step 3:</b> Child is moved to alternative seating to enable them to focus, reminding them of the next step of the behaviour process. They may miss 5 minutes of break, be asked to complete a reflection sheet, and/or asked to catch up work at another time.</p>	
<p><b>Step 4:</b> The teacher calls SLT for the child to be removed via a red class card with another child. Child works in isolation as appropriate. Incident is recorded on CPOMs and parents are notified of action taken. Exclusion may be used for more severe incidents. (See the exclusion policy for more information)</p>	
<p><b>Step 5:</b> After 15 minutes child may be returned to class or to a Thrive/pastoral support activity if appropriate. Praise is given when appropriate to reinforce correct learning behaviours and to encourage the child to be successful.</p>	







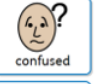
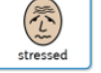






**Appendix 1.2**

Break Times	
<p><b>Step 1:</b></p> <p>Verbal warning</p> <p>(See step 4 where a child has caused intentional harm to another child)</p> <p><b>Step 2:</b></p> <p>Asked to stand to the side to reflect upon behaviour</p>	<p>Being physical towards others</p> <p>Disrespecting other peoples' property</p> <p>Unkind behaviour</p>
<p><b>Step 3:</b></p> <p>Pupil sent to Year Group Leader. Alternative break time required for the pupil. Incident recorded on CPOMS by Year Leader. Escalated to SLT if required</p>	<p>Rudeness towards an adult e.g. mimicking an adult, personally insulting someone</p> <p>Throwing equipment/dangerous behaviour towards other pupils</p> <p>Refusal to follow an adult's instructions</p> <p>Inappropriate behaviour in the Hall during lunchtime</p> <p>Being physically aggressive towards another pupil</p> <p>Repeated unkind behaviour</p>
<p><b>Step 4:</b></p> <p>For violent and/or dangerous behaviour resulting in harm to another child, SLT will be called immediately and the child removed from the playground. This will be recorded on CPOMS and parents notified of the action taken.</p>	<p>Seriously injuring another child, with intent</p> <p>Continuous bullying of another child</p> <p>Persistent refusal to follow an adult's instructions which affects other pupils' safety.</p>



## Appendix 2.1

### Reflection templates

Name:		Date:	GL/SLT:
Now.	Then.	Next.	
How do you feel now?	Why are you here?	What could you do differently?	
 excited  upset  angry  happy  confused  stressed <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">           Draw your own if your feeling is not here.         </div>	Draw a picture of what happened, you can use words to label if you want to.	<div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  Ask for help         </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  Tell an adult         </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  Move away         </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  Breathe         </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  Count to 10         </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;">  Quiet time         </div> </div> <p>Other:</p> <hr/> <hr/>	











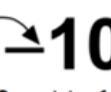

Did you follow our school charter? Remember our agreement to protect each other's rights!



Name:		Date:	GL/SLT:
Now.	Then.	Next.	
How do you feel now?	Why are you here?	What could you do differently?	
Sentence starter: I am feeling _____ because.....	I was sent to the reflection area because.....	Next time I will.....	

Did you follow our school charter? Remember our agreement to protect each other's rights!



Name:		Date:	GL/SLT:
Now.		Then.	Next.
How do you feel now?		Why are you here?	What could you do differently?
<div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid blue; padding: 5px; margin: 5px;"> excited</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;"> happy</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;"> upset</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;"> confused</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;"> angry</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;"> stressed</div> </div> <p>Other: _____</p>		<input type="checkbox"/> I hurt another child <input type="checkbox"/> I had an argument with a friend <input type="checkbox"/> I said unkind things <input type="checkbox"/> I was rude to an adult <input type="checkbox"/> I did not listen to an adult <input type="checkbox"/> I was being unsafe <p>Other: _____</p> <hr/> <p>Why did you do that?</p> <input type="checkbox"/> They annoyed me <input type="checkbox"/> They weren't listening to me <input type="checkbox"/> They weren't being fair <input type="checkbox"/> I wanted to upset them <input type="checkbox"/> I wanted to hurt them <input type="checkbox"/> I was right <p>Other: _____</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid blue; padding: 5px; margin: 5px;"> Ask for help</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;"> Tell an adult</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;"> Move away</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;"> Breathe</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;"> Count to 10</div> <div style="border: 1px solid blue; padding: 5px; margin: 5px;"> Quiet time</div> </div> <p>Other: _____</p>

Did you follow our school charter? Remember our agreement to protect each other's rights.

