



BEHAVIOUR POLICY

2021-22

STATEMENT

At Springfield CPS, we actively promote a happy, caring, and secure learning environment through setting high standards of behaviour. We believe that every child has the right to access high quality teaching and every teacher has the right to teach in a safe and secure environment that promotes and encourages success at the highest level. All our staff and children are accountable for implementing positive behaviour management throughout the school. If a child displays behaviour that falls short of our expectations, we believe it is the duty of all stakeholders to actively encourage and support that child so that we can equip them with the relevant skills, which will allow them to manage and self-regulate their own behaviour.

INTRODUCTION

The purpose of the behaviour policy is to enable all stakeholders - parents, pupils, staff, governors to work together to create an atmosphere that promotes positive behaviours for learning.

SCHOOL RULES

- 1. Insist on Respect and Show Respect*
- 2. Choose to Make the Right Choices*
- 3. Empower Yourself and be a Challenger*

Acceptance and ownership of these rules (by teachers, children and parents) in addition to consistent and fair applications of them are crucial to the success of this policy.

CLASS RULES

- Class rules and responsibilities must be agreed at the start of the school year and displayed prominently in class.
- Class rules must be revisited regularly (at least once after every half term break).
- Good behaviour is rewarded through a green treat, **for all children that have stayed on green.** The teacher ensures that this reward is agreed at the start each half term and is financially viable.

Reinforcement of roles and responsibilities within the classroom:

- Every child in the class has a job to do to encourage responsibility. These can be reviewed and swapped throughout the year.
- PSHCE takes place in every class regularly (once a week) to help the pupils respect each other and support the positive approach to discipline.
- The rules for PSHCE are repeated before each session to develop concentration and lack of interruption, which we expect to see, transferred to the normal working environment.
- PSHCE is in each class timetable and the jigsaw scheme of work is followed to ensure that all aspects of the PSHCE curriculum is covered. Extra circle time sessions are used to address specific issues relevant to the class.

RESPONSIBILITIES

Children's responsibilities are:

- To work to the best of their abilities at all times.
- To demonstrate good manners and be polite at all times
- To form positive relationships with staff and pupils and any visitors
- To manage their distractions
- To move around school sensibly and safely whilst following current guidelines and measures in place linked to COVID19
- To treat everyone with respect including visitors.
- To obey and follow the instructions of the school staff at all times.
- To take care of property and the environment in and out of school.
- To self-regulate their own behaviour and develop their resilience.

In addition, we will also be asking children to follow these rules:

We will wash our hands carefully	We wash our hands at the start of the day and before and after playtime and lunch. We wash our hands when our teachers ask us to. If we cough and sneeze, we wash our hands.
We will take care of our own equipment	We will use our own books, pencils, rulers and colours. We will keep them safe in our folders when we do not need them. We will always use only our own drinking bottle.
We will remember to always catch our coughs and sneezes. We will act safely towards others	We will catch our coughs and sneezes in a tissue or the inside of our elbow. We never cough or spit at anyone else at all.

Our rules outside the classroom

We play in the area that has been assigned to our bubble	We stay in the space for our bubble even if we have friends in another bubble
We will eat our own food and drink our own drinks	To keep safe, we do not share our food
We will think about others when we play	We make sure everyone has space. We keep our hands and feet to ourselves.
We will always listen and follow our teacher's instructions	We work together as a team

Our learners at home

We will try our best with our work	We show that we are ready to 'give it a go'
We will help our parents and carers to support us at home	We will follow instructions at home. We will try to follow the timetable our teacher suggests. We will make sure that we take regular breaks
We will ask a question when we are stuck	We remember that our family and our teachers at school are always ready to help us
We will remember our rules for staying safe online	We will only use the websites which adults ask us to. We will not talk to people we do not know online.
We will always be polite and helpful	We are good role models

Staff Responsibilities are:

- To operate within statutory guidance
- To be an excellent role model.
- To form positive relationships with every child.
- To treat all children fairly and with respect.
- To raise children's self-esteem so that they can develop their full potential.
- To ensure pupils are clear about how good behaviour will be rewarded and the consequences for not following the school rules from the outset.
- To ensure the whole class isn't reprimanded when only a group or an individual has misbehaved.
- To ensure that when dealing with children, they are given a fair hearing and allow them to say what happened and how they felt.
- To form good relationships with parents/carers to ensure that everyone works together in the child's best interests.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To foster a Restorative Approach where shared values, a caring attitude, good relationships, mutual respect and a sense of belonging are key factors.
- To recognise that each is an individual and to be aware of their differing needs including those that require SEN support.

The Parent's responsibilities are:

- To be an excellent role model in and around school.
- To foster good relationships with the school at all times.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To make children aware of appropriate behaviour in all situations.
- To demonstrate an interest in all that their child does in school.
- To encourage excellent behaviour for learning, independence, and self-discipline.
- To comply with the actions set out in the home-school agreement and in particular sections relating to the current government guidance in relation to COVID19

STAFF INTERACTION WITH PUPILS

If a teacher finds that it is necessary to raise their voice, they could ask themselves the following questions and take appropriate measures if necessary:

- *Is the work set at the correct level?*
- *Are the children disruptive because the expectations are too high or too low?*
- *Has the work expected of the children been properly explained?*
- *Is the lesson content stimulating and challenging for the children?*
- *Does the child need support to access the work provided?*
- *Do any of the children need to be on the SEN register with an IEP with specific targets to support their behaviour?*

DE-ESCALATION

De-escalation techniques should be used by staff members whenever a child is failing to meet the required level of behaviour and to prevent further incidents. Support and encouragement should be used as well as praise for meeting the correct standard.

STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR

- Staff take steps to minimise the chances of incidents occurring, such as providing a quiet place for a child to work in the classroom, or pre-empting issues.
- Staff consider the circumstances for the behaviour and work to educate the children, to prevent future incidents occurring in the future.
- Sanctions may be given but may differ according to the circumstances as we appreciate that a ‘one size fits all’ approach does not apply to children.
- All staff record poor behaviour and actions they have taken to support the child onto to the CPOMS system. This is to ensure that all information is communicated to the relevant people.
- In order to comply with the current government guidance around social distancing and the guidance on the implementation of preventative measures no child will be sent out of class or to another class or put in a situation where the ‘bubble’ is compromised
- If support is required when all other avenues have been exhausted, then a referral may be made to the Phase leader. The phase leader may call upon Nurture LSA, SENDCO or Pastoral Manager.
- It is not appropriate for children to be wandering the school looking for the headteacher, or to just turn up unannounced at the office for a sanction.
- The children will only meet with the HT if all avenues have been unsuccessful or if it is a purple behaviour.
- If pupils need time out to reflect on their behaviour, they must be supervised by an appropriate

RESTORATIVE APPROACH:

We will always use a restorative approach to dealing with poor behaviour. This will apply particularly in cases where the rules that are broken relate to safety in school. We will ask children to reflect on the consequences of their behaviour choices. Our restorative questions are:

- **What happened?**
 - **What were you thinking of at the time?**
 - **What have you thought about since?**
 - **Who has been affected by what you have done?**
 - **In what way have they been affected?**
 - **What do you think you need to do to make things right?**
- Behaviour management also contributes towards the judgements made in relation to teaching and learning.
 - The following criteria are used in relation to behaviour when making judgements about teaching and learning.

Outstanding	Pupils behave with consistently high levels of respect for others. Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. Pupils actively support the wellbeing of other pupils.
Good	Low-level disruption is not tolerated, and pupils’ behaviour does not disrupt lessons Pupils’ attitudes to their education are positive. Pupils’ are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. Relationships among pupils and staff reflect a positive and respectful culture

Requires Improvement	Behaviour and attitudes in class are not good
Inadequate	<p>Pupils' lack of engagement and persistent low-level and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms.</p> <p>A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline.</p> <p>Pupils frequently ignore or rebut requests from teachers to moderate their conduct.</p> <p>Pupils show negative attitudes towards the value of good manners and behaviour</p>

EXTRA SUPPORT

If the members of staff involved are unable to de-escalate the behaviour and a child is likely to cause significant harm to themselves or to others or significant damage to property, then further support needs to be sought.

These are the procedures to follow to find an appropriate member of staff to support the teacher.

- Ring for the Pastoral Manager (203),
- If above are not available ring 202- Ask for HT

EXCLUSION

If a child has broken the school rules by way of a 'severe incident', the headteacher (or Pastoral Manager, once a conversation has taken place) will consider whether the child is to be considered for an exclusion.

The child's intent, the severity of the incident and injuries caused along with home life will be factors to be considered. An external exclusion will be a last resort.

Isolation may be used as a strategy when a child is significantly disrupting the learning of the children and the school feels that an external exclusion is not the way forward. Time spent in isolation will vary and will be dependent on the child and his/her behaviours

An external exclusion will require the child's parent to keep the child away from school for a designated period, and to complete work at home. The parent will be provided with a leaflet explaining the exclusion process and a letter from the headteacher explaining the reasons for the exclusion.

On return to school the child and parents will meet with the head teacher and the Pastoral Manager to discuss the behaviour and to reassure that the behaviour will not be repeated. They must also produce the work they have completed during the excluded period.

If a severe incident has occurred, staff members must report this to the head teacher who will consider whether exclusion is necessary. Any exclusion that takes place will be communicated to the phase leaders, who will then need to ensure the class teacher/Learning Support Assistant are informed. Again, this information will be added to the CPOM system within 24 hours by the HT and any other parties involved.

Permanent exclusions will be used as a last resort once all avenues have been exhausted.

BULLYING

(See separate Bullying Policy)

- Bullying is defined as 'intentional repetitive negative behaviour, involving an imbalance of power, real or perceived'.
- If any incidents of bullying occur, they must be reported to the HT and Family Support Manager immediately and information added to the CPOMS system.
- A record is made of the initial concern on the CPOMS system and the pupil responsible will have their behaviour tracked for at least 5 school days on a report card to monitor incidents including at lunchtimes with welfare staff.

- A pupil alleging bullying will have information added to CPOMS and will be monitored over at least 5 school days.
- Class teachers are responsible for ensuring that all incidents are accurately recorded. The incidents will be shared with the Learning Mentor who will liaise with pupils and also the Family Support Manager who will liaise with parents as necessary, once discussed with the HT.
- If bullying occurs when pupils are going to and from school, we do not ignore it. In these cases, please inform the Pastoral Manager and HT.

USE OF SANCTIONS

- It is important not to reach the ultimate sanction too soon so that the school is forced into a position of taking extreme measures through lack of alternatives.
- Any sanctions employed should be appropriate and fair and employed in a graded manner wherever possible, according to prevailing circumstances and the needs of the child.
- Any behaviour which is deemed to be of a serious nature requires immediate action by a member of staff at the appropriate level. If behaviour is not addressed, then the member of staff is condoning the behaviour and it is likely to occur again.

USE OF POSITIVE REWARDS

There are various rewards in place to reward children for following school rules for their work and behaviour, including but not limited to:

- Green Treat Rewards- at the end of the half term
- Certificates-
- Half termly heroes- presented in bubbles, due to current government restrictions
- GOLD- presented in bubbles
- Stickers
- Prizes
- Messages home
- Postcards posted home, after being selected half termly by Phase leaders

Green Treat Rewards will be organised by the class teachers through conversations with the children in their class. These must be agreed in the first week of the new half term and phase leaders must be notified. This will only be for children that have not had any ambers or reds. **A green treat is about rewarding those children that have demonstrated behaviours that we would expect on a consistent basis and NOT about 'punishing' those that have not.** For children that are not eligible for a green treat, they will engage with lessons as normal.

Teachers may also introduce class rewards with specific treats, if they do not take up a disproportionate amount of curriculum time (no longer than 15 mins) and as long as they have a positive effect on behaviour.

REFERRALS FOR BEHAVIOUR SUPPORT

If teachers feel that, having followed the procedures, met with parents and established behaviour targets, that the behaviour is not improving then the chronology of actions from CPOMS along with behaviour record sheets, need to be presented to the Phase leaders.

Further support within school and referral to other agencies will be considered by the SENDCO. The teacher will be required to discuss this with the SENDCO. A number of avenues for support are available for children who require additional support with their behaviour management. These could include working with the member of staff with responsibility for nurture, having a behaviour record book or a referral to an external agency.

COMMUNICATION WITH PARENTS

If a class teacher becomes dissatisfied with a child's general or specific behaviour, parents will be called in at the class teacher's request to discuss the issues and agree methods to help the child behave

appropriately. It reinforces the relationship with parents if staff also contact parents when positive behaviour is used. At times this may also involve the Pastoral manager or Phase leader.

The Phase leader and class teacher will decide the point at which to engage with the parents and the child to write an Individual Behaviour Plan (IBP) to support the child's behaviour.

Nurture

Some children will receive sanctions on a regular basis. At Springfield, one of the intervention strategies used is the involvement of our LSA linked to Nurture. In her role, she will use a range of strategies to help children to address behavioural issues and the cause of inappropriate behaviours. She will listen to what the children have to say and will give advice whilst attempting to sort out individual problems that could well be having an adverse effect on behaviour.

Furthermore, she will introduce behaviour charts and targets for children to work towards. In order for these to be effective she will liaise with the class teacher and phase leader. The LSA for nurture will bridge the gap between home and school with the support of phase leaders.

HANDLING OF CHILDREN

See Policy on Care and Control of Pupils for full details.

- All teachers and Learning Support Assistants are authorised to use reasonable force to prevent a pupil from endangering him/herself or others or causing significant damage to property.
- The child needs to be warned verbally about what is going to happen prior to the reasonable force being implemented.
- Staff members need to remain calm and in control and preferably to only perform an action with the backup of another staff member present.
- Physical intervention must use the minimum degree of force necessary for the shortest period of time to prevent harm.

Physical intervention may involve staff:

- Physically interposing themselves between pupils
 - Blocking a pupil's path
 - Escorting a pupil
 - Shepherding a pupil away
 - Removing other pupils from the area / classroom
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- **They must warn the child first and then record the incident on an official form and pass to the headteacher within 24 hours. (Forms are available from the Headteacher). They must also inform the child's parents that restraint has been necessary.**
 - **A first aid check needs to be carried out on the child following the intervention, to check if there are any injuries or visible marks. If so, these must be recorded on the form.**

SEARCHING PUPILS

- If school staff suspects that a pupil from Springfield School may have a weapon in school, or an item which could be used as a weapon, then a search will be conducted in the following manner.
- SLT will be informed prior to action taking place and following the search
- Parents will be informed and asked to come into school if any weapons are found
- At least 2 members of staff will conduct the search
- The pupil will be informed of the search
- The pupil will be asked if they have such an item in their possession and asked to produce it by placing it on a table
- The pupil will be asked to empty out all their pockets of clothes they are wearing onto a table and to show that their pockets are empty
- School staff may search the pupil's tray, bag and pockets of any item of clothing that the child is not wearing
- Staff will not 'frisk' children or place their hands in any pockets of clothes the children are wearing.

If a child refuses to comply with any of the above procedures, then the parent will be contacted and asked to come into the school immediately. If the parent is not available, then the child will be kept in isolation until contact is made.

RACIST INCIDENTS

Any racist incidents must be reported to the Pastoral Manager who closely monitors these and reports any findings accordingly. It will be the responsibility of the Pastoral Manager to CPOM this information within 24 hours. Children who have used racist language must have a discussion with a member of staff, addressing that it is inappropriate. Finally, parents will be notified and a racism log filled in.

LUNCHTIME

- The provision of equipment for outdoor and indoor playtimes ensures that children are occupied as much as possible at these times and are therefore less likely to cause problems with inappropriate behaviour. Due to current restrictions, children must wash their hand before using any equipment. In addition, once the children have finished playing with the equipment it will need to be cleaned before taking back to the class.
- Teachers retain responsibility of children until transfer over to Welfare Staff takes place. Each class has a welfare assigned to them.
- All staff have a responsibility to respond to any incidents, which they may see, and to offer support to lunchtime staff when necessary.
- Welfare Staff are responsible for providing games and activities in the agreed areas, ensuring they are in the right place at the right time to provide appropriate supervision. All year groups to be kept in their own designated area.
- Where a member of welfare staff has to administer first aid, they must ensure that they seek support from another welfare assistant. Any first aid must be administered in the isolation room.
- A child causing significant concern or a child exhibiting improved behaviour needs to be reported to the Phase leader so that appropriate action can be taken.

Misbehaviour on the playground:

- The child will be **'asked'** politely to stop their unacceptable behaviour
- If the unacceptable behaviour continues the child will need to walk beside the person on duty for 5 minutes
- If the unacceptable behaviour continues, the outside lunchtime duty person will bring the child in question to the class teacher. A certificate for good conduct at lunchtimes is given to one child from each class on a Friday, chosen by the welfare staff.

This policy will be reviewed at least every year

Policy author: Samaira Nasim Date: 01.09.21

Signed: _____

Name: _____

APPENDIX

FLOWCHART FOR BEHAVIOUR

Verbal Warning- child reminded of class expectations



Use of Traffic light system- AMBER

- Child will be prompted to self-regulate their own behaviour by Teacher or Learning Support Assistant
- If still on Amber at the end of the lesson- 10 mins of playtime/lunchtime missed.
- Teacher/LSA to ensure work is completed in this time and the child is supervised.
- **No consequence if the child has made it back up to Green.**



Use of Traffic light system- RED

- A member of staff in the classroom, first the Learning Support Assistant, then the Teacher will deal with the situation. Consequence could involve **TIME OUT with an adult from the class** for some time initially- restorative conversation.
- Withdrawal of a privilege, i.e. 15 mins at playtime or 15 mins at lunchtime when the child has received a **RED**. **RED reflection here with the staff member present, who uploads onto CPOMS.**
- **Parents will be notified by the class teacher**, on the day of the incident of any RED behaviour and this logged onto CPOMS, with the actions included. The adult withdrawing the privilege will supervise the child at playtime/lunchtime or ensure that prior arrangements have been made for someone to cover.
- **Where a child has had RED three times in a half term, an appointment will be made with parents to take part in a meeting with the Class teacher and Phase leader.** Incident will be logged onto CPOMS by all parties. At this point three strike system will come into effect. (child will not be allowed to take part in reward/trip linked to behaviour) Children must not be excluded from educational trips linked to learning/church visits, but adequate supervision must be put in place- risk assessed. Nurture LSA to be utilised here



Behaviour continues to escalate and child still on Red- TIMEOUT

- Contact the Phase leader in dealing with the situation. This will involve removing the child from the class with work and accompanied by LSA. The class or the child involved will not be left unsupervised.
- Phase leader will ensure **TIME OUT** takes place. **Once this is completed an additional withdrawal of privilege will also need to be enforced and carried out with the Phase leader.** Again, details of incident will be logged onto CPOMS by all parties
- **Parents will be informed of behaviour via a phone call and withdrawal of privilege by the Phase leader.**
- Incident logged onto CPOMS by all parties.
- **Where a child has had TIMEOUT three times in half a term, an appointment will be made with parents to meet with the Class Teacher and Phase leader/SENDCO.** It might be that an IBP is set up at this stage.



Pastoral Manager

- Mrs Moffitt/Mrs Wilson can be called for if after trying to resolve the situation, the Phase leader cannot resolve or if the Phase leader is unavailable.
- Restorative work will take place out of class. The amount of time spent will be dependent on the situation.
- The child will then complete work sent by the CT during lunchtime and playtime
- **Phase leader will contact parents on the same day**, Incident will be logged onto CPOMS by all parties.
- **Where a child has had to see Mrs Moffitt/Mrs Wilson three times in half a term, an appointment will be made for parents to come into school to meet with the Teacher, SENDCO and Pastoral Manager.** It might be that the IBP needs reviewing and amending with potential agency support.



Headteacher

- Inform the Head Teacher if above avenues have been unsuccessful or if further assistance is required.
- Internal exclusion/timetabled behaviour intervention support- Head Teacher/Family Support Manager/Outside agency support. Head Teacher/Family Support Manager to CPOM incident/actions.
- Inform the HT-Purple behaviour- Internal exclusion/Fixed Term exclusion/Managed Move/Permanent Exclusion.
- **Family Support Manager/HT informs parents here**

TRAFFIC LIGHT SYSTEM- AGREED BEHAVIOURS

Gold	Inform the HT reward and play 'Going for Gold' music at Friday's celebration assembly - child presented with badge and display updated by the Learning Mentor	<ul style="list-style-type: none"> Going out of their way to help others Excellent behaviour for learning Outstanding piece of work- accelerated progress Holding other children to account for their behaviour and manners Positive behaviour acknowledged out of school Pupil leader who does their role exceptionally well Consistently looks out for others Exceptional achievement out of school Impeccable work/behaviour
Green	See rewards section	Expected behaviours. A green learner makes good progress and helps everybody feel happy and safe at our school. This learner is prepared and skilled enough to be a lifelong learner.
Amber	Class Teacher/LSA	<ul style="list-style-type: none"> Rude- answering back, ignoring adult's instructions Talking when an adult is talking Not on task even after verbal reminders Lack of work completed Talking when it's not appropriate after reminder Purposely taking time to follow instructions Purposely coming into class late Picking and choosing Shrugging shoulders Rolling eyes Wandering round the room-despite reminder Teasing others Laughing to disrupt the class Interrupting- despite reminders Eating/chewing in class Asking inappropriate questions on purpose Swinging on chairs despite reminders Shouting out Pulling faces Answering back Hiding things Making rude and unacceptable noises without a reason
Red-	Class teacher Phase leaders/ Family Support Manager Learning Mentor referral	<ul style="list-style-type: none"> Racism/ homophobia (dependent on understanding) - see purple Constant and increased escalation in disruptive behaviour Despite reminders, refusing to do work Harm to another child- physical aggression- provoked Consistently picking and choosing rules to follow Low level physical aggression towards others Walking away when being spoken to by an adult. Stealing from children and adults Intentional damage to property- less severe Purposely misusing equipment- lack of regard Intentionally defacing someone's work/property Swearing Spitting at others Repeated amber behaviours
Purple-	HT referral	<ul style="list-style-type: none"> Intentional harm to staff Verbally and Physically threatening staff- High level Intentional harm to another child -physical aggression-unprovoked Intentional damage to property- severe- unprovoked Racism/ homophobia (dependent on understanding) - see red

Appendix- Red Reflection Sheet

Name _____ Date _____

Today my behaviour was firmly in the Red Zone:

This is what happened:

How was I feeling at the time?



Other feeling:

My actions were inappropriate because:

This is how my actions affected other people:

I can try to put things right by:

When I 'Choose to make the right choices':



others will want to be with me



others will feel good around me



others will want to play with me



people will know that I am kind and respectful



I will feel proud of myself