

# Springfield Junior School

## Behaviour Policy



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Review date	<i>September 2023</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:

***Persevere + Believe + Learn = Achieve***

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.

## 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:



## 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 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 learning behaviours linked to our school motto.</li> <li>✓ stamps and smiley faces</li> <li>✓ Team Points for positive behaviour choices</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> </ul>	<ul style="list-style-type: none"> <li>✓ Weekly Celebration Assembly</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):

<p><b>Pupils' behaviour is excellent and rewards are provided</b> Praise provided via agreed approach (see <i>Rewards</i>)</p>	<p><b>Step 1:</b> Verbal Warning x 2</p>	<p><b>Step 2:</b> Pupil is moved to another part of the classroom</p>	<p><b>Step 3:</b> Pupil to take 5 minutes thinking time in another class within the year group.</p>	<p><b>Step 4:</b> Reflection during 15 minutes of break time and complete a Reflection Sheet (Appendix 2.0) in the Year Leader's classroom. These are discussed with the child. These are filed and reviewed termly. <i>If 3 reflection sheets completed within 2 week period, teacher to discuss with parents.</i></p>	<p><b>Step 5:</b> Work completed with SLT <i>Parents informed via an email or phone call</i> <i>CPOMS entry</i> (Further action such as Fixed term exclusion may need to be considered.</p>
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## Consequences at Break Times (see Appendix 1.2):

<b>Step 1:</b> Verbal warning	<b>Step 2:</b> Asked to stand to the side to reflect upon behaviour	<b>Step 3:</b> Children taken to the Thrive room or class teacher Reflection sheet discussed and completed and given to Year Group Leaders. <i>If 3 reflection sheets completed within 2-week period, teacher to discuss with parents.</i>	<b>Step 4:</b> 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 and parents are informed.
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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 times 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, and completion of Reflection Sheets, see Appendix 2.1, pupils are encouraged to understand how their behaviour affects others and also how they can make improvements. Teaching staff, including Year Leaders, 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 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 Year Leader and members of SLT 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:

Initially contact the class teacher

If the concern remains, contact the Headteacher

In the next instance, the Governing Body.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Information regarding this can be found on the policies page of the Springfield Junior website:

<https://www.springfieldjuniors.org.uk/policies.html>

## **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	
<b>Step 1</b> Verbal Warning x 2	<ul style="list-style-type: none"> <li>-Talking whilst and 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> </ul>
<b>Step 2:</b> Pupil is moved to another part of the classroom	
<b>Step 3:</b> Pupil to take 5 minutes thinking time in another class in the Year group.	
<b>Step 4:</b> Reflection during 15 minutes of break time and complete a Reflection Sheet (Appendix 2.0) in the Year Leader's classroom. These are discussed with the child. These are filed and reviewed termly. <i>If 3 reflection sheets completed within 2 week period, teacher to discuss with parents.</i>	<ul style="list-style-type: none"> <li>-Refusal to attempt work</li> <li>-Talking school equipment without permission</li> <li>-Talking things that belong to others</li> <li>-Defiance/mimicking an adult</li> <li>-Damaging property intentionally</li> <li>-Deliberate physical aggression</li> </ul>
<b>Step 5:</b> Work completed with SLT <i>Parents informed via an email or phone call</i> <i>CPOMS entry</i> <i>(Further action, such as Fixed Term Exclusion or Permanent Exclusion, may need to be considered)</i>	<ul style="list-style-type: none"> <li>Extreme instances of verbal/physical -aggression</li> <li>-Premeditated violence – towards a child or adult</li> <li>-Persistent refusal to follow an adult's instruction which affects other pupils' safety</li> <li>-Peer-on-peer abuse</li> </ul>








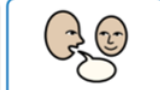




**Appendix 1.2**

Break Times

<p><b>Step 1:</b> Verbal warning</p> <p><b>Step 2:</b> Asked to stand to the side to reflect upon behaviour</p>	<p>Being physical towards others</p> <p>Disrespecting other peoples' property</p>
<p><b>Step 3:</b> Child taken to the Thrive room or class teacher.</p> <p>Reflection sheet discussed and completed and given to Year Group Leaders.</p> <p><i>If 3 reflection sheets completed within 2-week period, teacher to discuss with parents.</i></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><b>Step 4:</b> Alternative break time required for the pupil. <i>Incident recorded on CPOMS</i> Escalated to SLT and parents are informed.</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

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> Other: _____ _____

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









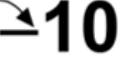



Name:		Date:	GL/SLT:
Now.		Then.	Next.
How do you feel now?		Why are you here?	What could you do differently?
Sentence starter: I am feeling _____ because.....		I was sent to the reflection area because.....	Next time I will.....

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?
 excited  happy		<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 Other: _____	 Ask for help  Tell an adult
 upset  confused			
 angry  stressed			 Count to 10  Quiet time
Other: _____			Other: _____

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

