



Springwell Park
Primary School

Springwell Park

Behaviour Policy

September 2022

Updated May 2023

1.Statement of intent

At Springwell Park we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Modelling relationships based on kindness, respect and understanding of the needs of others.
- Promoting self-esteem, self-discipline and resilience.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging misbehaviour.
- Working in partnership with parents to reinforce positive behaviour in school.
- Promoting a culture of praise and encouragement in which all pupils can achieve
- Teaching young people to take responsibility for their own behaviour and feelings.
- Encouraging relationships based on kindness, respect and understanding of the needs of others.
- Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.
- Children will be expected to any repair behaviour mistakes.

At Springwell Park, we acknowledge that behaviour can be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

We aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education.

2: Our Behaviour Expectations

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we all have a responsibility to work towards standards of behaviour based on the basic principles of honesty, respect and consideration. We therefore expect that standards of behaviour reflect these principles.

At Springwell Park we expect that all children will

- Show respect for each other and staff
- Be friendly, kind and caring
- Speak using a calm voice
- Help each other to be safe
- Help each other to learn
- Take turns including when we speak.

- Have fantastic walking when moving around school.
- Listen to the adult in assemblies..
- Give their best efforts to their work.
- Show respect to the school environment, building and property.
- Win and lose gracefully.
- Have kind hands and feet.

At Springwell Park we expect that all staff will:

- Start the year with clear and consistent sets of rules and routines that are understood by all pupils.
- Follow the school policy for agreed rewards and positive reinforcements.
- Encourage respect and development of positive relationships.
- Adults in assembly will support children with their behaviour.
- Follow the school sanctions for inappropriate behaviour. Children are met and greeted at the classroom door and those children demonstrating the Springwell values are praised.
- Establish clear responses for handling behavioural problems.
- Make effective use of the physical space available.
- Remind children of fantastic walking around school.
- Lead classes quietly and calmly around the building during transition times e.g. playtime and lunch.

3: Our Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and what is unacceptable. Routines will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made.

Our Behaviour Curriculum is supported by the Springwell Way which sets out the key values that we want all members of the Springwell family to use. It outlines our key values and how we want everyone to behave and act. It applies to all children, staff and visitors.

The Springwell Way



We value **Kindness**: we aim to be kind and caring, considerate to each other and to include everyone.



We value **Courage**: we aim to be brave to express our feelings and talk about our problems and to take risks with our learning without fear of failure.



We value **Appreciation**: we aim to appreciate our strengths, our school community and everyone in it.



We value **Resilience**; we aim to become independent learners and always try our best even when we find things difficult.



We value **Aspiration**; we aim to set ourselves goals and follow them aspiring to be the best we can be.



We value **Pride**; we aim to take pride in ourselves, our achievements, our work and our school environment.

Recognition Boards

At Springwell Park we believe that behaviour needs to be taught and not managed. Recognition Boards will be used to enable us to teach and value the behaviours that we would like to see and help us to embed The Springwell Way. These Recognition Boards will celebrate our Springwell Stars. Those children who have demonstrated one or more of the values that make up the Springwell Way will have their name on the Springwell Stars Board. Once a name has gone on the board it cannot be removed. The emphasis will be on peer responsibility – it is a whole class effort to get all their names on the board. Recognising children that demonstrate the school values will provide all children with the opportunity to have their name on the Springwell Star's Board. When everyone's name is on the board this will be celebrated with praise. This will enable us to persistently acknowledge the values that we want to see. Those children who have consistently demonstrated the Springwell values throughout the day may be rewarded with a Golden Ticket at the end of the day. The Springwell Star's Board will then be reset for the following day to enable all children to make a fresh start.

Golden Table

In order to celebrate the school values, every Wednesday the golden table is set up in the hall. 12 pupils are selected by their teacher for demonstrating the value that the school is focusing on that half term. They are then invited to eat their dinner on the golden table. Pupils are served dinner by staff members. Pupils receive a letter to take home to inform their parents that they have eaten at the golden table.

4: Supporting Behaviour

Rewards

Praise

- Praise is given for the right choices made.
- The praise is given immediately following the desired behaviour.
- Children are praised in public and reprimanded in private where possible.
- All adults focus on the behaviour that they want to see and praise that behaviour.
- Children will be praised in public and reprimanded in private wherever possible.

Class Room Level Rewards

- Fab 50 golden tickets to be given by staff to acknowledge good behaviour choices linked to our values.
- Fab 50 golden tickets will be given out at the end of each day linked to children who are on the Springwell Stars Board that have impressed staff with their behaviour that day.
- House points can be given for positive behaviour choices.
- Praise pads – one to be sent home daily.
- Positive phone calls home at the end of the day to parents when a child has demonstrated outstanding behaviour choices.

Whole School rewards

- Praise pads
- Golden Table
- Celebration Assemblies where the school values are celebrated.
- Fab 50 Trip at the end of each term linked to golden tickets.
- Head Teacher's rewards
- Stickers / certificates for all staff to give out when they witness positive behaviour.
- The winning house will get an extra playtime one afternoon at the end of each term.

Fab 50

Those children who consistently demonstrate positive behaviour choices will be rewarded with a Golden Ticket. All the golden tickets will be put into a draw at the end of each term. Three tickets will be drawn out and those children will be rewarded with a Fab 50 Trip such as a trip to the cinema or pantomime. Any adult in school can award a child a golden ticket for their behaviour.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Stage 1 – Examples of Low-level disruption

- Not following instructions
- Being disrespectful to others
- Low level disruption and talking in class
- Disrupting other pupils' learning.
- Making loud or distracting noises
- Interrupting when others are speaking

- Making inappropriate comments
- Failure to engage in learning
- Failure to follow lunchtime rules

In the case of serious non-negotiable behaviours, for example the use of physical aggression, damage to property or the use of discriminatory language, the first steps may be by-passed.

Stage 1 Low Level Disruption

After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

- Redirection
- Distraction
- Remind the pupil of the Springwell Way.
- 1:1 discussion with teacher
- De-escalation - see appendix

If the pupil continues with “Low-level unacceptable behaviour” then there will be a move to stage 2. Children will receive a warning about what will happen if their behaviour does not change.

Stage 2

The sanctions are not in a particular order. It is up to individual staff which sanction they feel is appropriate.

- A child may go to the parallel class for a Behaviour Break.
- Removal from the group in the classroom.
- Removal of privileges – missing 5 minutes of playtime/lunchtime.
- Class Teacher to feedback to parents at the end of the day
- Referral to Learning Mentor
- A member of the Pastoral team will be called to support.
- At playtime or lunchtime if a child’s behaviour is unacceptable, they may be asked to sit out on a bench for a short time to allow them to regulate their behaviour.

Although unacceptable behaviour does not necessarily mean a pupil has SEN a discussion with the school SENDCo will take place to determine whether there may be any undiagnosed learning or communication difficulties or mental health issues that may be contributing to the child’s behaviour.

Stage 3

Where a pupil’s misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- A member of SLT will be called to the classroom.
- Where deemed necessary, after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant removal, the pupil will be removed from the classroom.
- The child will attend a Restorative session at lunch time in Reflection with a member of the Pastoral Team – writing the reflection sheet and discussing behaviour.

- If the pastoral lead deems the incident to be unacceptable behaviour, they will record the incident, liaise with the school SENCo if the child is on our SEN register and create a Behaviour Plan or Physical Intervention Plan.
- A member of the Pastoral Team will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.
- The pupil may be placed on a Report Card
- Pupils' SEMH needs will be assessed to implement additional support either via the school SENCo, school learning mentor, pastoral support or outside agencies.

Reflection

Reflection will provide an opportunity for restorative conversations to take place with individual pupils or groups of pupils who have been involved in a number of behaviour incidents during the school day. Pupils will be encouraged to carry out their own restorative practice supported by the Pastoral Team. The Reflection Room will take place between 11.45pm and 12.45pm and is staffed by the Pastoral Team. A record of restorative conversations and outcomes will be kept. If a child is on Reflection three times the parents/carers will be called to discuss next steps to support their behaviour.

Stage 4

Following single or repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The Head teacher will consider whether the pupil should be suspended, in line with the DFE Guidance on suspensions and permanent exclusions and will determine the length of the suspension.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf
- The Head teacher will consider whether a permanent exclusion is necessary, in line with the DFE Guidance, alongside alternative options such as a managed move or off-site direction.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.
- The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Behaviour incidents will be recorded on CPOMs. The Pastoral Team will monitor all reported incidents to help to identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate that they need help or protection.

5: Individual Behaviour Plans

Individual behaviour plans will be written for those children who are struggling to regulate their behaviour, have a specific need or who have experienced trauma.

The behaviour Plan will consider:

- Any triggers for the behaviour and early warning signs.
- Strategies for positive behaviour.
- Behaviour targets
- Support following any behaviour incidents.

Individual Behaviour Plans are shared with parents and carers and reviewed regularly.

6: SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. The school SENDCo will support staff with the delivery of this. The school will liaise with outside agencies to provide additional support such as Inclusion, the school Educational Psychologist, Jigsaw, CAMHS, Mental Health Support Team and school health professionals.

7: Parents/Carers

At Springwell Park, we recognise that parents/carers play a vital role in promoting good behaviour in school. We expect that parents/carers will support the school in implementing this Behaviour Policy and that they are aware of the Springwell Way and the school values. Parents/Carers will be informed at an early stage if any behaviour problems occur.

8: Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

9: Positive Role Models

Positive teacher-pupil relationships are key to combating unacceptable behaviour. The school focuses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

The adults encountered by the children at Springwell Park have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. Staff will at all times endeavour to deal with behaviour incidents using restorative approaches and using strategies that do not involve shouting at pupils. We aim to achieve a climate of mutual respect between all members of our school community.

10: Physical Intervention

In line with the school's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Where possible, staff will guide the child to a safe place rather than using physical restraint.

Physical restraint will only be used as a last resort, when all other de-escalation strategies have been implemented. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Children who have been identified as requiring physical intervention will have a personalised Physical Intervention Plan (appendix 3)

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to a safe place and the pupil's parent will be contacted.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the head teacher as to what behaviour constitutes an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

11: Child on Child Abuse

At Springwell Park, all forms of sexual abuse and discrimination are prohibited, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer child on child sexual abuse and discrimination are in the Child on Child Abuse Policy.

The school will respond promptly and accordingly to any sexual harassment complaints in line with the Child Protection and safeguarding Policy. Appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Risk assessments will be completed for the pupils involved.

Any sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and by previous related incidents. Advice will be sought where necessary from the local authority safeguarding team.

12: Off Site Behaviour

Pupils at the school must agree to represent the school values in a positive manner. The guidance laid out in the Behaviour Policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13: Analysis of behaviour data

Data collection and behaviour evaluation

The school will collect data from the following sources:

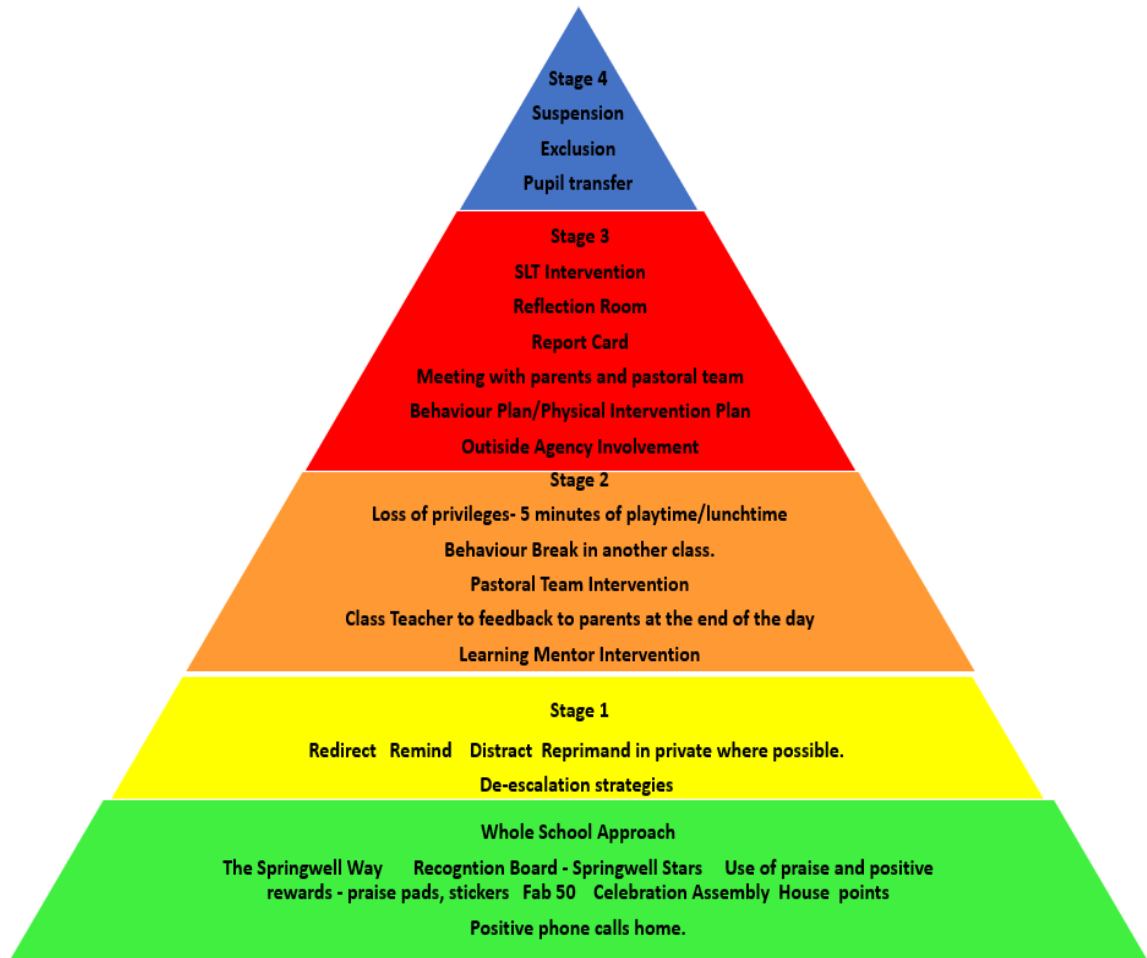
- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Pupils referred for in school support from Learning Mentor and Pastoral Team
- Involvement of outside agencies
- Use of pupil support units, off-site directions and managed moves

The data will be monitored and objectively analysed termly by the Pastoral Lead. Attempts will be made to identify possible factors contributing to the behaviour and to help staff to be proactive and preventative with behaviour. This will also enable staff to identify and respond to Stage 1 signs before they escalate. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

14: Appendix

1. Behaviour Pyramid
2. Individual Behaviour Plan
3. Physical Intervention Plan
4. Reflection Sheet
5. De-Escalation Strategies

Behaviour Pyramid



Behaviour plan



BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
Challenging behaviour What does it look like? – What triggers it?	Targets What are we working towards? How do we get there?
Strategies for positive behaviour How do we maintain positive behavior?	Early warning signs How do we prevent an incident?
Reactive strategies How do we diffuse the situation?	Support after an incident
Agreement: Parent name Parent signature Date	Staff name Staff signature Date

Physical Intervention Plan

Name	
Key behaviours	
Phase 1 - Strategies to use within class	
Phase 2 - Intervention	



Behaviour Think Sheet

Name _____ Year _____

Date and time _____

What did I choose to do?

What could I have done instead?

What should I do next?

Signed

De-escalation Strategies:

- Remain calm.
- Be positive
- Praise
- Focus on the behaviour that you want to see rather than what they are currently doing wrong.
- Use simple and direct language.
- Communicate with conviction.
- Provide adequate personal space for the pupil
- Do not block the pupil's escape route.
- Stand sideways to the pupil rather than facing them.
- Reassure the pupil and give them an outcome or a goal.
- Always use positive phrases and reframe any negative language.