

# Springfields First School Behaviour policy and statement of behaviour principles



Approved by: Full  
Governing Body

Date: 12/11/2019

Last reviewed on:  
25/05/2020 –  
Covid19

Next review due by: November 2021

## **1. Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## **2. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## **3. Objectives**

All people have a responsibility to listen and respond properly to adults and to each other, accept sanctions, and use appropriate language at all times.

All people have a right to be taught in environments that are safe and conducive to learning, to be treated equally, and not to be bullied, ridiculed or subject to discrimination.

## Behaviour Policy 2019

The policy is integral within our school ethos. It is manifested in quality relationships of mutual trust and respect between pupils, parents, teachers and other adults who work in the school. Policy and procedures are clearly communicated to pupils, parents, staff and governors through the rules, website and related policy statements.

### **3.1 There is practical evidence of the implementation of the policy which is applied through the whole school community:**

Anti-bullying guidelines, based on a shared definition of bullying, are in place and communicated to all members of the school community.

There are identified approaches to empowering pupils and building self-esteem and responsibility (e.g. PSHEE, golden time, social skills interventions, and Year 4 positions of responsibility, Playground leaders, School Council and during assemblies).

More emphasis is given to reinforcing good behaviour as is given to punishing bad behaviour.

Rewards and sanctions are understood by all staff, implemented fairly and monitored to ensure consistency, balance, progression and appropriateness.

Procedures are in place for dealing with pupil, staff and parent concerns about the operation of the discipline policy.

There is collaboration with parents over good and inappropriate behaviour.

There are appropriate and effective referral systems when working with other agencies, e.g. Behavioural Support Team.

There are procedures for regular monitoring, review and evaluation of the behaviour policy, with consideration given to the involvement of external agencies.

The School Council will monitor the high expectations of pupil behaviour.

The agreement of school/class rules directly involves pupils. School and class rules are displayed.

### **3.2 Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

#### **4. Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying and online-safety are set out in our anti-bullying and online-safety policies.

#### **5. Roles and responsibilities**

##### **5.1 The Governors**

The Governors are responsible for reviewing and approving the written statement of behaviour principles. The Governors will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

## 5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 5.3 Staff

Create and sustain a positive, supportive and secure environment.

- Staff must use consistency of these approaches during the school day
- Staff must have high expectations of children's behaviour and tackle aspects if children are not adhering to these rules
- Staff must ensure fairness to all children when applying rewards and sanctions including those with a special educational need
- Staff must communicate concerns between each other, eg. Mealtimes supervisors informing class teachers of incidents that have occurred at lunchtime and staff to Springfields Care Club staff
- Staff must implement the behaviour policy
- The Headteacher must be made aware of any serious incident
- The Headteacher and staff team will ensure consistency of behaviour
- Lunchtime Supervisors must be respected and obeyed as any other staff member. They have the power to make a child stand in the 'time-out' space by the playground. All other incidents must initially be referred to the Class Teacher, then Key Stage Leader, then Deputy Head and finally the Headteacher.

## 5.4 Parents

Parents have a responsibility to prepare their children appropriately for school and support the school's behaviour policies, including rewards and sanctions and their rights to information on how the school promotes positive behaviour and what they can do to help.

Parents are asked to respect the school and the staff and not place any derogatory comments on Social Media sites. Verbal abuse of any staff member at Springfields First School will not be tolerated.

School will always endeavour to work collaboratively and effectively with parents.

## **6. Rewards and sanctions**

### 6.1 List of rewards and sanctions

#### **WHOLE SCHOOL REWARDS FOR CHILDREN WHO CONSISTENTLY TRY WITH WORK, EFFORT, BEHAVIOUR ETC.**

- Positive praise and recognition – used regularly to highlight positive behaviour
- Tickets given for the weekly class raffle
- Team points – these count towards points for their house colour
- Golden time – up to 30 minutes free choice on a Friday afternoon for each child that has earned it. Activities such as toys, Lego, drawing, reading, construction, outdoor play, wet playtime box etc are offered. Golden time can be earned, deducted and earned back
- Headteacher awards for any positive visit to the office – stickers, stamps, letters home,
- Merit certificates – given to two/three child in each class each week in the Friday celebration assembly/for consistently good behaviour given at the end of each half term

Individual classes/teachers may also have a system they use for themselves to boost behaviour and promote positive role models in school.

#### **SANCTIONS FOR LOW LEVEL DISRUPTION**

1. Warning given with negative behaviour explained and positive behaviour expectations reinforced
2. The child is moved away from the situation, eg off the carpet, moved to another table, moved off the playground etc
3. Continued negative behaviour will lead to the child given being given a yellow warning card
4. The child loses 5 minutes golden time
5. Continued negative behaviour will lead to the child given being given a second yellow warning card which leads to a red card
6. The child would lose their playtime or 10 minutes golden time and get sent to another teacher
7. Child sent initially to the Class Teacher, then the Deputy Head and finally the Headteacher

If a child is given a red card they would not be selected for privileges and rewards. The class teacher would inform the parent if red cards are being repeatedly given.

**SANCTIONS FOR SERIOUS INCIDENTS** – eg. Continued fighting, hurting others, breaking property, showing disrespect, using bad language etc

1. Warning given with negative behaviour explained and positive behaviour expectations reinforced
2. A red card is given
3. Child sent straight to the Headteacher/ Deputy Headteacher
4. Parents/carers spoken to directly about the poor behaviour.
5. A meeting arranged between the Parents/carers and Headteacher to discuss the incidents

**SANCTIONS FOR VERY SERIOUS INCIDENTS - EXCLUSIONS** Fixed Term exclusion – The length of this will be determined by the Headteacher and will depend upon the nature of the incident. Exclusion is the ultimate sanction and will only be implemented after the agreed County guidelines for Temporary and Permanent Exclusions have been consulted upon and followed. A managed move may be employed where necessary.

## 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or whilst attending out of school club.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Display the classroom rules
- Develop a positive relationship with pupils
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Using positive reinforcement
- Arrive before the class and begin on time

## Behaviour Policy 2019

- Be prepared for the lesson
- Extend and motivate all pupils
- Mark all work promptly, constructively and within the Marking Policy guidelines.
- Encourage creative dialogue
- Keep an attractive, clean and tidy environment
- Create and sustain a positive, supportive and secure environment.
- Deal with offenders; to ignore is to condone
- Children need to be monitored by a member of staff member at all times

Do all you can to:

- Keep calm; it reduces tension
- Be positive and build relationships
- Be consistent
- Not make threats you cannot keep
- Liaise with midday supervisory staff

### 8.2 Physical restraint

In exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### 8.3 Confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. We will work with parents to create a support plan and review it on a regular basis.

## **9. Training**

School staff have a responsibility to encourage respect and promote positive behaviour (by modelling the behaviours they wish to see) and a right to safe working conditions and clear guidelines, support and professional development on behaviour issues.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the school Governors every year.

The written statement of behaviour principles will be reviewed and approved by the Governors every year.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy
- Physical Intervention Policy

## **SPRINGFIELDS FIRST SCHOOL**

### **WHOLE SCHOOL BEHAVIOUR SANCTIONS AND REWARDS SUMMARY – September 2019**

**SPRINGFIELDS PROMISE** As designed and agreed by all the children on 9<sup>th</sup> September 2019 in a whole school assembly. To -

- Listen to our teachers and classmates
- Persevere with our learning even when it is challenging
- Behave at all times
- Be tolerant and respectful
- Take care of each other and include everybody regardless of the way they look, their religion or their ability
- Think of others, help people and co-operate with each other
- Be the best friend we can
- Be responsible for each other, our belongings and our environment
- Always do the very best we can

#### **STAFF EXPECTATIONS**

- Staff must use consistency of these approaches during the school day
- Staff must have high expectations of children's behaviour and tackle aspects if children are not adhering to these rules
- Staff must ensure fairness to all children when applying rewards and sanctions
- Staff must communicate concerns between each other, eg. Mealtime supervisors informing class teachers of incidents that have occurred at lunchtime and staff to Springfields Care Club staff
- The Headteacher must be made aware of any serious incident
- The Headteacher and staff team will ensure consistency of behaviour

#### **WHOLE SCHOOL REWARDS FOR CHILDREN WHO CONSISTENTLY TRY WITH WORK, EFFORT, BEHAVIOUR ETC.**

- Positive praise and recognition – used regularly to highlight positive behaviour
- Raffle tickets entered into a weekly draw
- Team points – these count towards points for their house colour
- Golden time – up to 30 minutes free choice on a Friday afternoon for each child that has earned it. Activities such as toys, lego, drawing, reading, construction, outdoor play, wet playtime box etc are offered. Golden time can be earned, deducted and earned back
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**SANCTIONS FOR SERIOUS INCIDENTS** – eg. Continued fighting, hurting others, breaking property, showing disrespect, using bad language etc

12. Warning given with negative behaviour explained and positive behaviour expectations reinforced
13. A red card is given
14. Child sent straight to the Headteacher/ Deputy Headteacher
15. Parents/carers spoken to directly about the poor behaviour.
16. A meeting arranged between the Parents/carers and Headteacher to discuss the incidents

**SANCTIONS FOR VERY SERIOUS INCIDENTS - EXCLUSIONS** Fixed Term exclusion – The length of this will be determined by the Headteacher and will depend upon the nature of the incident. Exclusion is the ultimate sanction and will only be implemented after the agreed County guidelines for Temporary and Permanent Exclusions have been consulted upon and followed. A managed move may be employed where necessary.

## **Annex 1**

### **Amendments to the behaviour policy regarding COVID-19 arrangements at Springfields First School**

#### **Expectations of parents/carers:**

- Only 1 parent/carer to enter the school site
- Ensure social distancing from other adults whilst waiting for doors to open
- Do not enter any of the school buildings
- Collect your child as soon as possible
- Drop your child off on time
- Parents/carers will be expected to collect their child if their behaviour causes any concerns for the safety of others.
- Parents to adhere to the drop off/pick up times. We will not be able to accommodate any children who arrive late and ask that you pick up your child promptly

#### **Expectations of children:**

- Normal behaviour/rules/rewards/sanctions apply
- Children should stay at a social distance as much as possible (adults will remind them)
- Children should not play games that include touching other (e.g. tag, stuck in the mud etc)
- Children not sticking to the **NO TOUCHING** rules will be reminded and parents informed to support with reinforcement
- Children to line up in school at a social distance in school when asked
- Children to enter the buildings separately and patiently
- Children to wash hands/sanitise when entering the building and at regular intervals throughout the day
- Any coughing/spitting on another pupil will result in escalation to a fixed term exclusion
- Children to follow any signs and special routes in place
- Only use your own water bottle
- Avoid touching your mouth, nose and eyes and follow the catch it, bin it and kill it advice