



Springfield Primary Behaviour Policy

September
2018



Behaviour Policy Reception- Y6

Springfield Vision

Through respect for all, learning in a safe and supportive community, we celebrate our diversity and reach for success in all we do.

Springfield Ethos

- Through our supportive ethos, our children feel safe and secure to learn, achieve and develop self-respect, self-worth and self-determination.
- At Springfield we all celebrate our diversity.
- We challenge children to recognise and meet their full potential through clear expectations, reflecting different learning styles and inclusive experiences.
- We provide a creative curriculum that is individual to our children with inspirational ideas.
- We work positively with our families to ensure 'we achieve together' in all aspects of school life.

“Leaders’ and teachers’ work to ensure that all pupils have a good attitude to learning is highly effective.”

“The behaviour of pupils is good.”

“An atmosphere of calm prevails around school”

“Pupils display good attitudes to learning.”

“The school’s work to promote pupils’ personal development and welfare is outstanding” Ofsted October 2015

Our ethos, vision and policy are underpinned by the belief that **every** child is an asset.

There are four school rules at Springfield:

- 1. Listen to school adults**
- 2. Follow all instructions**
- 3. Speak politely**
- 4. Keep hurtful hands and feet to yourself**

The rules are made clear on admission to school and are displayed with pictures in every classroom. Class teachers are responsible for maintaining the standards of behaviour in their class and for determining any sanctions required in the first instance.

Positive Re-inforcement

Rewards are given to encourage consistently good behaviour. We ensure that the proportion of rewards is greater than the proportion of sanctions as this provides children with good role models and results in a culture of high standards and expectations. All school adults are active in rewarding children. CBGs (*“Catch’em Being Good”*) form a key part of this policy. Good behaviour, politeness, working hard and positive attitudes are rewarded with praise, encouragement, stickers and stamps on a daily basis.

Children can also be sent to other school adults for praise and rewards.

Dojos

The school also uses an electronic system for rewarding, 'Dojos'. This is used from Y1 upwards. Each child collects Dojos on an individual basis; the reason for the reward is always given. These totals accumulate towards a class target. Each teacher sets a target appropriate to the age of the class and can be on a daily, weekly or half-termly basis. Targets may also be set for individuals as and when required. Dojos may also be deducted and this is an added incentive to ensure a good standard of behaviour is maintained. Once the target set has been reached, rewards such as extra playtime or choosing time are given.

Termly Rewards

Behaviour rewards are given termly for consistently well behaved pupils. These may be DVDs in school, trips to the park or cinema, visit from a theatre group etc.

Springfield Special Award

Each week, children from each class are nominated for a Special Award. Any member of staff can nominate any child. This gives an opportunity to focus on non-academic skills and development, (although these are important and can be rewarded as well). Teachers may also choose to employ their own daily reward within their class as appropriate eg Star of the Day.

Sanctions

This is an 'Assertive Discipline' approach, whereby if a rule is broken, children understand immediately what the consequences are, without the need for valuable learning time being lost.

Children are given opportunities to modify undesirable behaviour through the following steps which **MUST** be followed before the Assertive Discipline recording system is employed:

1. Verbal warning is given to the child and/or visual warning such as a traffic light
2. Loss of Dojos
3. Move child to another space within classroom
4. Staying in with the class teacher to complete work that does not meet the required standard

If all of the above are unsuccessful, then the Assertive Discipline recording system begins. All infringements are recorded using the letter code linked to the rule:

Listen to school adults	L	<i>Child has not Listened.</i>
Follow all instructions	I	<i>Child has not followed Instructions</i>
Speak politely	R	<i>Child has been Rude</i>
Keep hurtful hands and feet to yourself	H	<i>Child has used Hurtful hands/ feet</i>

5. Name on the Board.

If a child breaks a rule, they are given a 'Name on the board' i.e. their name is written up, along with the letter code and this is effectively a final warning.

6. Name and tick

If a further rule is broken, a tick is recorded next to the name, along with the letter code.

7. Name and two ticks

A third infringement is a second tick, along with the letter code

8. If another (fourth) rule is broken, then the child will have **Time Out**.

Time Out

If a child has reached the stage of '*Name and two ticks*' and then breaks another rule, the next step is **Time Out** as this gives the child space to think and reflect. To reach this point, all other strategies must have been tried including verbal warnings, loss of Dojos, moving child within the classroom, staying in to complete work with the class teacher. It is a final attempt for the child to change their behaviour and avoid three ticks. During the **Time Out**, the child completes a '*Reflection Sheet*' in another class room. The child then returns to their learning and the Reflection Sheet discussed with the class teacher at the end of that session.

Reflection Sheets are kept in the child's section of the ECM file for future reference.

9. Name and three ticks

The child has persisted with poor behaviour choices and a fifth rule has been broken. As this is the ultimate sanction, in addition, it can be the immediate consequence of the most serious of circumstances.

Consequences for the Sanctions are as follows:

Name on the board:

The rule code is recorded on Assertive Record Sheet.

Name and tick:

KS2- the child will miss half of break the following morning.

Name and two ticks:

Reception & Y1 - the child is sent to another class for 10 minutes immediately.

Y2- If the child reaches this point before break, they will miss half of break that morning. If a child reaches this point after morning break, they have **Time Out**.

KS2- the child will miss all of break the following morning.

Name and three ticks:

This is a **serious** breach of behaviour and is recognised as such by school and parents. No child reaches this point without all the preceding stages, including **Time Out**, having been exercised.

At the conclusion of the learning session, the class teacher brings the child to the Headteacher or Deputy Headteacher. A Three Tick slip must be brought and the child must be clear which rules they have broken. The Headteacher or Deputy Headteacher will discuss the matter with the class teacher and child.

A 'Three Tick letter' will be sent home. This must be returned the next day, signed by parents. Consequences will depend on the circumstances, but will typically result in the child missing lunchtime and/or break time, depending on the time of day when three ticks is reached. In certain circumstances, external agencies will be involved. Any child at risk of exclusion will have a multi-professional meeting at which the parents, school and others will formulate a plan of support.

Recording Behaviour

Names and ticks, along with the letter code are written on a static whiteboard in the classroom as a visual reminder of where the child is. If no static whiteboard is present in the room, then one of the small A4 boards should be designated for this purpose and positioned so that it is visible to all. The Assertive Record Sheet must also be completed as this provides a way to monitor and track behaviour and identify children for behaviour rewards. Only school adults complete these.

It is important to maintain the dignity of the child when giving names or ticks and remain non-confrontational. It is vital that children are told what rule they have broken.

Whiteboards

The record would look like this:

Annabel (R) ✓ (H) ✓ (H)
Andrew (L)
Heidi (I) ✓ (I)
Jerry (L) ✓ (L) ✓ (R) ✓ (R)

Assertive Record Sheet

The corresponding Assertive Record Sheet would look like this:

Week Beginning 01.08.16	Monday					Tuesday				
Class List	Name on the board	1 st tick	2 nd tick	Time out	3 rd tick	Name on the board	1 st tick	2 nd tick	Time out	3 rd tick
Annabel	R	H	H							
Andrew	L									
Heidi	I	I								
Samuel										
Jerry	L	L	R	R						

All Assertive Record Sheets are kept in the ECM file in each classroom.

Assertive Discipline Break Time

Any child who has to miss either half or full break, as a consequence of their behaviour the previous day, spends the time sitting in the hall supervised by a member of staff. The class Assertive Record Sheet is taken to the staff member so they can see who should be in and for how long. Only children 'on Assertive' should be in the hall. Any child sent for any other reason eg to complete unfinished work, will be sent outside.

Inclusion Team

For children who are frequently missing break time as a consequence of Assertive Discipline, or where there are patterns of behaviour emerging, the Inclusion Team, together with the class teacher will decide on next steps. Parents will be involved and for some children, the conversation between parents and school will be sufficient. For others, it will result in a child having a daily report card. Targets and rewards are clearly discussed with the child and their parents and then the child will meet with a senior member of staff at the end of each learning session to discuss their progress.

In certain circumstances, external agencies will be involved. Any child at risk of exclusion will have a multi-professional meeting at which the parents, school and others will formulate a plan of support.

Sanctions for Fighting and Hurting

Behaviour at Springfield is good. Physical aggression is rare and so is dealt with severely. In most instances of *'Hurtful Hands and Feet'* will result in *Name and tick* as a consequence, or *two ticks* if the child already has *Name*.

A push or a shove is not a fight Fighting occurs when where children have exchanged punches/ hits/ kicks. Parents will be contacted and summoned to school to discuss the incident with the Headteacher or Deputy Headteacher. Sanctions will be agreed in light of the circumstances.

Exclusions

Serious incidents may result in Isolation, an Internal Exclusion. This is a non-reported exclusion where the child works in school away from peers for a set amount of time.

DfE Guidelines are clear that a Fixed Term Exclusion, whereby a child cannot attend school, should only be used when children are a Health & Safety risk to themselves or others or are displaying a culmination of persistent disruptive behaviour, or as the result of other severe and extreme incidents such as racist incidents, homophobic incidents, bullying, cyber abuse, etc. The shortest period of exclusion should be given with a return to school plan and a Pastoral Support Plan as required. Fixed Term Exclusions are reported to the Governors and LEA.

Break and Lunch times

Names and ticks are not given at break and lunchtimes. If a child is not playing co-operatively, or following the school rules, they stand by the wall for a period of time as appropriate to the circumstances. Hurting, refusal or pushing/ shoving are examples of behaviour that will result in a child being asked to stand by the wall. This is often all that is required to enable a child to calm down and successfully re-join their peers. Persistent non co-operation, rudeness or issues arising from playing games will result in children missing lunchtime activities. Walkie talkies are used between staff outside and senior staff to ensure rapid response to situations.

Play fighting is not acceptable. Children will be given a clear explanation of what play fighting is and why we don't do it and asked to stand by the wall for a period of time as appropriate to the circumstances. Lunchtime supervisors inform class teachers of any incidents during lunchtime when teachers collect their classes.

Fighting

Where children have exchanged punches/ hits/ kicks, then they will come off the playground and see a senior member of staff. Names and ticks will be given as is appropriate. Parents will usually be informed.

Adapting the policy

There will be some children for whom this policy is inappropriate and a bespoke approach will be required. Staff will need to exercise their professional judgement and act on advice from the Inclusion Team and senior staff. Such adaptations will be the result of consultation with parent/ carers and involve the child as well. Strategies may include a Positive Handling Plan, Home- School books, limiting unstructured time etc.

Bullying

Instances of bullying are rare and as such are treated seriously at Springfield. Further details are found in the Anti- Bullying Policy.

Parental Involvement

Parents are given an outline of the policy on admission and can be involved at any stage. School values the support parents provide and recognise that success is greatest when both school and home are working together to achieve a common aim.

Equal Opportunities

The Staff and Governors of Springfield Primary School ensure that all children, irrespective of factors such as disability, gender, social or cultural background, religion or ethnic origin, are given opportunities to reach their full potential. This policy creates a positive atmosphere and teaches appropriate behaviour applicable to the whole school, class and on an individual level.

All staff have received training in de-escalation strategies and these should be used to diffuse situations. In addition, some staff have received 'Team Teach' training.

This policy is available on the school website.

Revised by Linda Joseph November 2018

Behaviour Policy For Children in Nursery – see pages below.



Behaviour Policy

Nursery

Revised November 2018 by Linda Joseph

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2. **Follow all instructions**
3. **Speak politely**
4. **Keep hurtful hands and feet to yourself**

Positive Re-inforcement

Proportion of rewards is greater than the proportion of sanctions

Good role models

Culture of high standards and expectations.

All school adults are active in rewarding children.

CBGs

Praise, encouragement, stickers and stamps on a daily basis.

Star of the Day

Children can also be sent to other school adults for praise and rewards.

Sanctions for breaking school rules:

1. Give a warning and explain clearly: "No we don't"
Praise when positive behaviour resumes. E.g. "Thank you for ..." "I like the way you are..."
2. Repeat of the warning and explain clearly: "No we don't"
Explain if they repeat this they will have some **Time Out**. Praise when positive behaviour resumes. E.g. "Thank you for ..." "I like the way you are..."
3. If a repeat of **SAME** rule break. Take to **Time Out chair**. Explain why they are there and the rule they have broken. **Time Out chair**. Child is sat on a chair within the class environment. Use a 2/3 minute timer (age appropriate.) After the timer has finished, explain to the child again why they have had **Time Out** and now they need to say sorry to..../pick up items... etc to resolve the situation. Praise them for doing this. If they don't say sorry etc return to chair until they co-operate.
4. If there is another break of the **SAME** rule, repeat the **Time Out** process.
5. If there is a further repeat of the **SAME** rule break, discuss with parents at the end of the session to see if there is a reason for the change of behaviour. There may be an explanation e.g. the child has not slept well or they are going through a change in their routine etc. Make notes in ECM. Under no circumstances should names of other children be discussed with parents. For example when explaining where an incident may have happened the identity of other children should be protected. E.g. unfortunately your child as hit *another child* today on a number of occasions. They have had some **Time Out** and have apologised, which is good, but we wondered if

there was anything you can think of which may have caused a change in your child's behaviour today?

NB: If a different rule is broken after Step 2 or 3, return to Step 1.

Nursery age children are in the process of discovering boundaries, learning to play with others and make relationships therefore the steps involved in managing behaviour is part of the learning process for children in learning what is and what is not acceptable behaviour.

Behaviour which is developmental and is age appropriate e.g. difficulties in sharing etc should be dealt with under steps 1-4. Any extreme changes in behaviour or repeated aggression etc need to be noted in ECM and discussed during Pupil Progress review so that SLT are aware of behavioural challenges.

Adapting the policy

- **This policy will be inappropriate for some children.**
- **Staff will need to exercise their professional judgement and act on advice from the Inclusion Team and senior staff.**
- **Adaptations will be the result of consultation with parent/ carers and involve the child as well.**

Serious and persistent behavioural difficulties will involve a member of the SLT, parents and external agencies. There will be a multi professional meeting and a plan of support will be formulated.