



Springfield Primary School

Behaviour Policy

Aim

At Springfield we aim to create a learning community that is both safe and supportive in an environment of mutual respect. The quality of education will be of the highest standard in order to secure the best outcomes for all our children.

Vision

We want every child to achieve their full potential in every way and leave Springfield fully prepared for the next stage of their life.

Ethos

Our children feel safe and secure to learn. We have created a listening culture which enables children to develop self-respect and self-determination. We challenge children to recognise and meet their full potential and be aspirational. We provide a creative curriculum that is individual to our children, celebrating diversity and inclusivity. We work positively in partnership with our families to ensure we are 'achieving together' in all aspects of life.

“This is a school where staff are determined to give every child the best possible experiences of learning. Leaders and staff know every child well. All staff have high expectations of what pupils can achieve. Pupils’ personal development is exceptional” and “a real strength of the school”

***Behaviour and attitudes are judged to be Good
Personal development is judged to be Outstanding***

Ofsted October 2019

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 to pupils on admission to school and for staff; through at induction and are displayed with pictures in every classroom. Class teachers are responsible for maintaining the standards of behaviour in their class in addition to around school and for determining any reward or sanctions required in the first instance. Staff are visible around school promoting and modelling the behaviour set out in our school ethos.

Positive Reinforcement

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.

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 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. The child has persisted with poor behaviour choices and another rule has been broken.

Reflection Time/ Time Out is required. 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 **Reflection Time**, the child completes a '*Reflection Sheet*'. (appendix 1) **This may be completed in another classroom.** 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 for future reference.

8. Name and three ticks

Deputy Headteacher / Headteacher will be sent for. This can also 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- a warning **Name**

and tick:

Half Play will be missed the following day.

Name and two ticks:

Full play missed the following day. **Reflection Time/ Time Out** - Reflection Sheet to be completed.

Name and three ticks:

Deputy Headteacher/ Headteacher is sent for.

Name and three ticks:

This is a **serious** breach of behaviour and is recognised as such by school and parents. No child usually reaches this point without all the preceding stages, including **Reflection Time/ Time Out**, having been exercised. However, they may be situations where this is the only response.

The Deputy Headteacher or Headteacher will be sent for. The child must be clear which rules they have broken. The Deputy Headteacher or 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:

Monday

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

All Assertive Record Sheets are kept.

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 to be taken to the staff member so they can see who should be in and for how long.

This is NOT a space for children to complete unfinished work.

Pupil Log

Behaviour concerns should also be noted in the Pupil Log file in the classroom.

Inclusion Team

Where there are patterns of behaviour emerging for particular children, 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.

Suspensions and Exclusions

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for

headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. DfE May 2023

Therefore, Serious incidents may result in a fixed term suspension. In the most serious cases, or persistent offending may result in a permanent exclusion from school.

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 cooperatively, 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/ phones 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 (appendix 2), 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.

Staff have received training in de-escalation strategies and these should be used to diffuse situations. The school uses a Trauma Informed Approach and the majority of staff have received training from Trauma Informed Schools UK (TISUK).

This policy is available on the school website.

Behaviour policy reviewed Jan 2025

REFLECTION SHEET

Name _____

Date _____



What did I do that was wrong?



Why did I do it?



What could I have done differently?



When I go back I will...

Appendix 2

Positive Handling Plan

Child's Name:

Date of Plan:

Review Date of plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are common triggers?

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De-escalation skills

Verbal advice & Support		Agreed SCRIPT	
Distraction		Adult speaking calmly	
Time out offered		Planned ignoring	
Time out directed		Success reminded	
Transfer adult		Persuasion	
Choices limits & consequences		Step Away	
Reassurance		Negotiation	
Take up time – using timer		Please specify:	

Specific strategies

1.
2.
3.

Any medical conditions to be considered?

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How/ where to record incidents and who should be informed?

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