

Springfield Primary Academy

Behaviour Policy

Springfield Primary Academy Whole School Behaviour Policy

Rationale

At Springfield Primary Academy, we believe that one of our most important responsibilities is working in partnership with parents to equip children with the skills, values and moral purpose to become successful citizens who can contribute positively to society and life in modern Britain. At the core of this is the ability to make the right choices. It is this belief that underpins our behaviour policy.

Statement of Intent and Core Beliefs

Our desired outcome is captured in the Academy's Statement of Intent:

Inspiring Futures: Making Memories

Our Core Beliefs influence the choices that we make daily to realise the statement of intent.

Our core beliefs

**Learning Creatively with:
High Expectations. Integrity. Respect. Resilience. Determination.**

Forward

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe. This means:

- Sitting children at desks that are far apart where possible
- Ensuring everyone queues and eats further apart than normal where possible
- Keeping apart when in the playground or doing any physical exercise
- Visiting the toilet one after the other
- Staggering break times
- Putting guidelines on the floor in corridors
- Avoiding unnecessary staff gatherings

For further details please refer to letter dated 1st June 2020 and titled 'COVID-19 Safety Arrangements for Reopening Springfield' available on the school website.

In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our 'school rules' as explained in this policy.

We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practically able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older children where our duty of care is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will take all possible precautions, whilst ensuring that these pupils remain safe and well cared for.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour immediately.

However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.

Working in Partnership with Parents and Carers

We strongly believe that strong links with home are essential for this policy to be effective. We expect parents and carers to support the school by:

- ✓ Supporting the implementation of the behaviour policy and accepting decisions made by the school.
- ✓ Talking to their children about the importance of making right choices which are influenced by the school's Core Beliefs.
- ✓ Explaining the impact that wrong choices can have on themselves and other members of our community.

Agreed Strategies and Language to Ensure Consistency and Clarity:

School staff have agreed to adopt the following strategies:

- ✓ To gain pupils attention (a group or class): **Team stop. Eyes on me. Thank you.**
- ✓ Engage attention before communication – Use the child's name before giving an instruction.
- ✓ Instructions for lining up: **line up facing the front, one behind the other using silent voices. Thank you.**
- ✓ Allow processing time.
- ✓ Holding messages – step by step instructions.
- ✓ Setting clear expectations for noise levels: silent voice; partner voice; table voice; presentation voice. **It is a silent voice activity...I need you to use a table voice. Thank you.**
- ✓ Avoid negatives and state what you want. **Walk**, rather than don't run.
- ✓ Restrict choices, leaving the desired choice until last.
- ✓ Praise the effect not the outcome and link this to our Core Beliefs.
Well done, you held high expectations of what you could achieve and can now use persuasive language in your writing.
Well done, you took responsibility for your learning and completed extra homework by researching facts about the Great Barrier Reef.
Well done, you nurtured others by cheering up XXXXX when he felt sad.

Agreed Strategies and Language for Supporting a Child in Crisis

School staff have agreed to adopt the following strategies:

- ✓ **John.** Use the child name; it will help make a connection and engage attention.
- ✓ **John. I can see that something has happened.** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as angry or annoyed, as this may escalate the situation.
- ✓ **I am here to help.** This is a statement of your intention. Ensure that your verbal language and body language give the same message. Useful strategies may involve adopting a sideways stance and being mindful not to invade personal space.
- ✓ **Talk and I will listen.** This statement begins to provide the child with some direction.
- ✓ **John. Come with me, let's go to...** Continue to provide the child with some direction whilst removing them to an area of neutrality to discuss the issue and continue the calming process.

If the child is pacing, staff should avoid walking back and forth, shadowing the young person as this can be extremely intimidating. CALM stance and body language is essential, as is staff's proximity to the child's personal space. Staff members should speak clearly and confidently and remain calm.

Agreed Strategies and Language for Supporting a Colleague in a Challenging Situation

Seeking help should always be considered as a professional strength. We should allow others to offer and seek help, especially when our own interventions may have been unsuccessful – this is working together in the best interest of the child and each other. Therefore the words **help**, **more** and **change of face** will act as flash words to staff.

- ✓ **Mr Smith, I am available to help.** The member of staff makes a clear statement that they are there to help.
- ✓ **Thank you Mrs Jones, you can help by...** The member of staff then has the opportunity to give directions as to what type of help they require. In this situation they retain autonomy over the situation.
- ✓ **Mr Smith I am available for **more** help.** The word **more** will act as a pause point for the member of staff dealing with the situation (in this example, Mr Smith). At times, we need to recognise that some interventions are unsuccessful and/ or may escalate situations. Equally, it is important to recognise that a colleague who has not been submerged in the challenging incident may more easily identify a de-escalation solution. It is therefore vital that the professional judgements and support of our colleagues are accepted and welcomed and we work together in the best interests of the child.
- ✓ **What do you suggest?** The autonomy is passed over allowing the member of staff to offer an alternative solution.
- ✓ Using the phrase **change of face** indicates that the member of staff dealing with the incident should swap with an alternative member of staff. This can be **suggested** from the new member of staff or **requested** from the member of staff dealing with the incident. This is a de-escalation strategy and the incident should not be discussed in earshot of the child in crisis. It is a planned opportunity for the child to calm with a new adult. The incident will only be discuss with the child once they are ready to do so.

Encouraging The Right Choices

Staff will provide ongoing encouragement and model how to make the right choices and act in accordance with the Core Beliefs at every opportunity throughout the school day. Staff will devise strategies for encouraging behaviours which are age appropriate and in line with the children's understanding and interests. This may including, verbal praise, written praise, the use of stickers, sharing good news with parents, carers or other staff and a mention in the newsletter etc.

Formal Rewards

In addition to the above, the following acknowledgements will also be made:

- ✓ **Attendance Award**
Weekly attendance percentages are read out. The class with the highest percentage receives an extra play time and displays the attendance trophy in their classroom. This is also featured in the parent's newsletter.

Right Choice Reminders & Sanctions

It is vital that children are given the opportunity to modify their behaviour and make correct choices at each step.

Steps in dealing with inappropriate behaviours

1. Verbal reminder.

Child's name, stop. I am giving you a verbal reminder because you are xxxxxxxx. That is a wrong choice. What you should be doing is xxxxxxxx. If you choose not to then you will move to a warning. I know that you can make the right choice – **thank you**.

2. Warning.

Child's name, stop. I am giving you a warning because you are xxxxxxx. That is a wrong choice. What you should be doing is xxxx. If you choose not to then you will move to time out. I know that you can make the right choice - **thank you**.

3. Time out in class.

To be relative to the age and needs of the child.

Child is supported back into his / her learning following timeout. This is a fresh start.

4. Time out in another class. This to be recorded on Arbor in order for us to monitor, (ensure that all steps are recorded and class sent to is named.)

EYFS Nursery to Rec

Reception – year 2

Year 1 – year 2

Year 2 – EYFS

Year 3 – year 5

Year 4 – year 6

Year 5 – year 3

Year 6 – year 4

To support COVID arrangements children should be sent to another class in their year group bubble.

Child is supported back into his / her learning following timeout. This is a fresh start.

Time out of class for the rest of the session. Adult to monitor from a distance.

You have chosen not to take part in the learning in your class. Therefore I am not here to help you with your work. You need to work independently.

Be aware that planned ignoring of undesirable behaviour may be required at this stage and children may need time to be angry or upset or to reflect on their choices.

Child is supported back into his / her learning following timeout. This is a fresh start.

If children continue to be disruptive, leave the allocated space or act in a way that you feel is unacceptable, call for a member of SLT.

5. SLT decide next course of action.

This may result in a fixed-term exclusion.

Exclusion

In very rare cases it may be necessary to exclude a pupil. This decision will be made by the Executive Headteacher, or in their absence, the Head of School, or nominated senior member of staff.

Fixed-term exclusions may be issued when:

- A child is violent towards another child or a member of staff
- A child is disrespectful to a member of staff - this includes swearing at staff.
- Any behaviour which brings disorder to the academy or which puts the child or others at risk.
- Any behaviour which prevents the learning of others.
- Repeated defiance.
- A dangerous weapon is brought onto the premises.
- In the event of racist or a homophobic act.

If deemed necessary, this may result in, or be extend to a permanent exclusion.

In cases in which a child's behaviour escalates quickly, or the severity of the behaviour is deemed high, the Executive Headteacher, Head of School, or nominated senior member of staff, may take the decision to issue a fixed term or *permanent exclusion without moving through the previous steps laid out in this policy.

*The Executive Headteacher will decide if a permanent exclusion is required.

Careful arrangements will be made to ensure that any child returning to school after a fixed term exclusion is helped to make the right choices. The parents of the excluded child should attend a reintegration meeting prior to the child returning to school as part of this process. If the child's behaviour continues to impact negatively on the lives and learning of the staff and children, then a permanent exclusion will be considered.

Use of Reasonable Force

The academy reserves the right to use a reasonable and proportionate force to help prevent a child from hurting themselves or others, from damaging property or from causing disorder.

Please see DfE guidance for further information:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Where reasonable force has had to be used, this should be reported using the attached form and shared with parents and a member of the school leadership team by the end of the day.

The academy reserves the right to use exclusion in cases of emergency and recognises that these cases will be extremely rare.

This is a particularly challenging aspect of our policy at this time whilst we follow Trust and government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort. For pupils with significant SEND and behavioural needs where positive contact is routinely used we will amend these plans where possible to use alternate strategies. Focused work will be carried out where appropriate to help these pupils understand how they will be supported differently from the

ways they have become used to. Staff working with these pupils will also be expected to consistently apply these strategies.

Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm. In these instances, this will be carried out in accordance with the guidelines within this policy.

While decisions to use physical intervention may need to be made quickly they should always take account of the precise circumstances of an incident and a judgement should consider:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing
- Whether it is essential because pupils are at risk of harm (to themselves or others)

It is therefore expected that physical intervention will only be used in exceptional circumstances.

Monitoring Systems.

The academy uses the electronic monitoring systems CPOMS for both Safeguarding concerns and behaviour.

Lunch Times

PLAYTIMES AND LUNCHTIMES

During playtime and lunchtime, pupils are expected to:

- Show respect to each other and the adults around them
- Move around and talk quietly in the dining hall
- Play co-operatively in the playground
- Refrain from fighting or play-fighting

If these rules are broken, the following consequences will apply: - Walking with a member of staff - Supervised time-out If a child continues to consistently demonstrate inappropriate behaviour, a senior member of staff will be informed.

Monitoring

Senior Leaders and Governors will need to regularly monitor and update the policy and practice in order to ensure consistency. The school council will provide feedback from the children's perspective.

Evaluation

The policy will be kept under regular scrutiny and will be reviewed at regular intervals to determine its effectiveness.

Created February 2019 Updated September 2020

Next Review date: When regular education resumes (following COVID-19 lockdown)

Table to show example behaviours and suggested sanctions

Stage	Example Behaviours	Suggested sanctions
1	Calling out Work not finished Talking when asked to be quiet Other low level behaviours Forgetting to hand sanitise	Reminders Discussion about behaviour/strategies to support Reminder from teachers
2	Name calling to others (not related to protected characteristics) Distracting others Refusal to follow instructions Swearing with intent Repeated failure to follow social distancing rules after reminders	Time out in own classroom Time out in another classroom – work to be sent Refer to SLT
3	Threatening violence Damaging school property Repeated insubordination Constant poor behaviour in class Threatening with COVID	Refer to pastoral manager/learning mentor Conversation with parents
4	Racist Homophobic Physical Violence Sexual Harassment – physical or verbal Threatening with COVID and following through eg spit, touch, cough etc	Refer to SLT Internal exclusion