



Springfield Academy

# Springfield Academy

## Behaviour & Wellbeing Policy 2024 - 27

### Behaviour Vision at Springfield

Our behaviour vision at Springfield is that we develop children who make positive behaviour choices because they understand that this is the right thing to do. We firmly believe that building strong relationships underpin all that we do. We understand that through recognition, openness, fairness and warmth we can build strong and secure relationships with our children allowing us to support and challenge them when needed.

### Introduction

It is vital that this behaviour policy is clear, that is it is well understood by all staff, parents/carers and children, and that it is consistently applied, which is why a 'Behaviour Blueprint' (see appendix 1) has been created. In developing this policy consideration has been given to all aspects of academy life and all stakeholders have been consulted as appropriate.

Three key 'rules' are promoted throughout all aspects of Academy life which are 'Be Ready', 'Be Respectful', 'Be Safe'. These are fundamental to encouraging positive behaviour at the Springfield through a mixture of high expectations, clear policy and an ethos which fosters relationships, self-discipline and mutual respect between children and between staff and children. All children are encouraged to be independent and to make the right decisions regarding their own conduct and behaviour. The ethos in the classroom is one where positive behaviour choices are expected at all times.

### Aims of this Policy

- Promote good behaviour, wellbeing, self-discipline and respect
- For children to feel safe and part of the school community
- Ensure that all children engage well with opportunities to learn and thereby make good progress

### Legal Framework

The law allows teachers and all staff, as authorised by the Head/Governors, to discipline children whose conduct falls below the standard which could reasonably be expected of them. This means that if a child misbehaves, doesn't follow our school values or fails to follow a reasonable instruction the teacher/staff member can impose a sanction on that child.

This must satisfy the following three conditions:

1. The decision must be made by a paid member of academy staff as authorised by the Head.
2. The decision must be made on the academy premises or while the child is under the charge of the member of staff (i.e. off-site visits)
3. The decision must be reasonable in all circumstances, considering the age and any individual needs the child might have.

## Responsibilities

### Governors:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour
- Ensure that there is an effective anti-bullying strategy drawn up and implemented
- Ensure that the policy is publicised to all stakeholders and is available via the academy website
- Ensure that policy and practice is reviewed regularly

### Headteacher:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour
- Determine the school values, including rewards and sanctions
- Authorise **all** staff to actively uphold the school values, using rewards and sanctions as laid out in this policy
- Ensure that this policy and related practice links closely with the academy's Child Protection & Safeguarding Policy to ensure that all children are protected from harm

### Senior Leadership & Management:

- Support the Head in ensuring that there is a strong behaviour policy in place
- Ensure that the behaviour policy is upheld and applied consistently by all staff
- Support all staff in managing behaviour throughout the academy

### Teachers:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Have statutory authority to discipline children whose behaviour is unacceptable, who don't follow the school values or who fail to follow a reasonable instruction
- Communicate effectively with parents/carers where there are concerns regarding their child's behaviour
- Create tailored support programs for individuals (with support from the SENDCO)

### All Staff:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Have authority from the Head to discipline children whose behaviour is unacceptable, who don't follow the school values or who fail to follow a reasonable instruction

## Rationale

This policy...

- Assumes everyone can succeed.
- Supports everyone to make sensible choices.
- Offers recognition for those children who consistently choose sensible behaviour.
- Gives some opportunities for redemption so that children who make the wrong choice are not discouraged too quickly.
- Involves incremental steps so that children can reflect if they have made the wrong choice and choose more wisely next time.
- Employ sanctions that reflect the seriousness of wrong choices of behaviour.
- Acknowledges that extreme behaviour is unacceptable.
- Involves parents/carers as partners in ensuring children become good citizens.
- Will be applied consistently; including at lunchtimes and break times.
- Allows the school to monitor behaviour with data and set targets.

## School Rules

- Be Ready
- Be Respectful
- Be Safe

The same values apply to all children throughout the extended school day and in all parts of the building. They also apply to off site visits.

## Organisation

The Behaviour Management system will be explained at the start of the year within classes and during assemblies. Throughout the year these will regularly be referred to around the academy. Each classroom will display the school rules.

### Springfield's Recognition system (praising those who are consistently going over and above our high expectations)

	Steps	Action
1	Non-verbal praise	Smile Thumbs up
2	Verbal praise	What you did when you...was going over and above!
3	Name on recognition board	Target your recognition board at learning attitudes not just functional behaviour, The behaviour you choose should raise expectation for all children. Child's name never removed for poor conduct Other children can nominate a child to go on board Recognition for effort, not achievement It should be refreshed daily/am/pm When everyone's name on the recognition board a collective 'whoop'
4	Displaying amazing work	An area either on the door or somewhere visible that amazing work can be displayed - should be visible to others
5	Recognition Wristband	These are the highest level of recognition for CONSISTENTLY going over and above. Fraction of a wristband - for those who may have had a turbulent week - but are now demonstrating over and above behaviour, these children may need 2 or three points on their wristband before they take it home and get to attend Hot Chocolate Friday. Their effort is still being recognised but they are not over taking those who consistently demonstrate over and above
6	Tweeting/class dojo/phonecall for over and above behaviour	This is a great way of building a positive relationship with parents and a way to make children feel important
7	You've been spotted (SLT)	Credit card sized notes from SLT
8	Hot chocolate Friday	For those who received a recognition wristband

### Springfield's Reflection System (Steps to follow when behaviour is not meeting our high expectations)

	Steps	Actions
1	Reminder	A reminder of our 3 rules (Be Ready, Be Respectful, Be Safe) this should be delivered to the child on a 1-1 basis in private wherever possible. Repeat reminders if reasonable adjustments are necessary for the individual. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outline the consequences if the continue. Use the phrase 'Think carefully about your next step.'
3	Last Chance	Speak to the child privately and give them a final chance to engage. Offer a positive choice to do so and refer to a previous examples of the demonstrating good behaviour (use 30 second scripted intervention) (see appendix 2) Always attach "Stay behind two minutes at lunch/break/assembly to this step. This two minutes in owed when the child reaches this point, it is not part of some future negotiation on behaviour, it cannot be removed, reduced or substituted.
4	Time Out	Time out might be a short time outside the room, on a thinking spot, in the regulation space in the classroom, or at the side of the playground, It is just a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves (it also give you as the adult the same opportunity)
5	Repair	This may be a quick chat or a formal restorative meeting (see appendix 3), but will always consist of the three following restorative questions: <ul style="list-style-type: none"> <li>ö What happened?</li> <li>ö Who else has been affected?</li> <li>ö What can WE do to put things right?</li> </ul>

## **Serious Misbehaviour**

This is rare and this list is not exhaustive but it could include;

- Physical attack
- Creating a serious risk to the health and safety of self or others
- Serious deliberate damage to property
- Serious or persistent defiance
- Serious or persistent verbal abuse

These actions may result in the following sanctions;

- The child will be taken to or removed by a senior member of staff.
- They will be taken to an appropriate room to calm down.
- Parents/carers will be called if the member of the senior leadership team deems it necessary.
- Member of the senior leadership team and class teacher will decide on appropriate sanctions.
- Any child that poses a serious health and safety risk to themselves, children or staff could be suspended for a set number of days at the head's discretion.
- In some cases children may receive an internal exclusion, a short-term isolation from their class, if senior leaders deem this more appropriate than fixed-term suspension.
- The child will be given an individual support plan and a individual risk assessment if necessary on their return to school.
- Outside agencies may become involved with the agreement of parents/carers, such as the educational psychologist, paediatrician, behaviour support services, education welfare, or social care.
- Exclusion will be used as a sanction where the Head deems this appropriate - see Exclusion Policy.

All staff are legally authorised to use reasonable, proportionate and necessary force to prevent children injuring themselves or others, committing an offence, damaging property or to maintain good order and discipline in the classroom - see Positive Handling Policy.

Staff are legally authorised to search a child and/or their belongings if they have reason to believe that the child has property that does not belong to them or could be harmful to them or others.

### **Lunchtime & Playtime Rewards and Sanctions**

The same rules apply at lunchtime and playtime as at any other time of the day, both inside and outside the building. Rewards in terms of praise, stickers and golden wristbands are used at playtime and lunchtimes.

### **Behaviour Off-Site**

All children on off-site educational or residential visits are expected to maintain high standards of behaviour and follow school rules. Where senior staff deem the actions of an individual child may put the health and welfare of others at risk, they may take the decision to withdraw the opportunity to go on an off-site visit.

The academy will take the behaviour of individual children in the community, out of academy hours, into consideration if it is deemed a risk to the safety and welfare of the academy community. Any such incidents reported to staff will be dealt with by the senior leadership team at their discretion. If deemed necessary, outside agencies may become involved such as: social services, police, Youth Offending Team, etc.

### **Wellbeing**

Child Protection and Safeguarding is a priority; policy and practice are covered in our separate policy.

All staff know and understand that children learn best when they feel safe and happy. It is therefore an essential part of the academy ethos to promote every child's wellbeing. School rules are an important and integral part of our whole academy curriculum. Zones of Regulation (a social-emotional curriculum) is used to support children on a day-to-day basis with their self-regulation and emotional control.

We know that some children need more individualised social and emotional support at times during their school life. For some this may be due to short term changes in their own lives whilst for some it may be part of a wider context. We always seek to provide children with the support and tools they need to overcome barriers to learning, whatever form they may take at the time.

Selected support staff are trained in ELSA to provide nurture for sudden temporary trauma or ongoing emotional needs. This might include social skills, emotions, bereavement, social stories and therapeutic stories. This is put in place where appropriate after consultation with staff and with the agreement of parents/carers.

### **Anti-Bullying Strategy**

Bullying is defined as behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and can be motivated by prejudice against particular groups or by actual or perceived differences between individual children. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging

than physical; teachers and schools have to make their own judgements about each specific case.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, following the wider use of available technology. The wider search powers included in the Education Act 2011 give the academy stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

E-safety forms an integral part of our computing curriculum and children are taught how to keep themselves safe when using ICT.

It is our aim to create an environment of good behaviour, tolerance and mutual respect that prevents bullying from being a serious problem in the first place. However, we do acknowledge that instances of bullying can occur between children and we will always listen to concerns from children or their parents. There is no single solution to bullying which will suit all parties and all incidences, so we will listen, respond and deal with each concern/issue as it arises.

Our strategy will follow our process:

- **Prevention** - we promote tolerance, understanding and mutual respect throughout our curriculum. Children are encouraged to consider the impact of their own actions on others and take responsibility for those actions. Whole academy events and assemblies also promote these values.
- **Intervention** - we listen to concerns from children and/or parents/carers and investigate each issue appropriately. If deemed necessary and appropriate by staff, we apply disciplinary measures to children who bully in order to show clearly that their behaviour is wrong. We consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator and will provide support as well as sanctions as required.
- **Review** - we will continue to monitor any identified incidents in order to ensure that there is no repeat.
- **Communication** - we involve parents/carers to ensure that they are clear that the academy does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We want parents/carers to feel confident that we treat the safety and wellbeing of their child as a priority.
- **Wider Community** - Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to staff, it will be investigated and acted on appropriately. We may also consider whether it is appropriate to notify the police or other agencies.

#### **The Parent/carer - Teacher Partnership**

We believe that a successful partnership between the academy, the child and their parents/carer is essential. Class teachers will take the lead role in communicating with parents/carers where the academy has concerns about their child's behaviour. We will actively encourage all parents/carers to engage with us and work in partnership to improve behaviour and outcomes for their children. All staff at the academy will respect the relationship with parents/carers and strive to ensure this is a positive relationship which supports their child's achievements.

Where parents/carers do not engage positively, the senior leadership team may have to take a decision as to whether the parent/carer in question should be asked not to come onto the academy premises. In extreme cases, the senior leadership team reserve the right to ban parents/carers from the premises and seek support from the police.

#### **Inclusion & Equality**

We strongly believe that all children should have full and equal access to all learning opportunities and experiences. It is the responsibility of all staff to ensure that children are supported and challenged as appropriate to their individual need.

## Appendix 1 -

### Springfield's Behaviour Blueprint

#### Springfield's 3 Behaviour Rules:

Be Ready

Be Respectful

Be Safe

(These apply to EVERYONE at Springfield, staff and children, this is what we expect it is when children go over and above this that additional recognition should be given!!)

#### Springfield's Expectation of ALL Adults:

- Visible consistency, visible kindness
- Staff on the door (external and internal) EVERY morning to meet and greet children - no exceptions
- SLT on the gate EVERY morning to meet and greet children - no exceptions
- No shouting
- Recognition boards in every classroom (for those who go over and above)
- DO NOT chase secondary behaviours
- Apologise if you have been in the wrong
- Deliberate botherdness - small acts of paying attention - showing a genuine interest in ALL children
- Meeting poor behaviour with calm, mechanical, emotionless response
- Clear visible routines (no surprises)
- Pick up you own tab

#### Springfield's Recognition system (praising those who are consistently going over and above our high expectations)

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## Appendix 2 -

### 30 Second Intervention Script

This should be delivered on a 1-1 basis in private to the child (should not be a big scene)

1. I noticed you are ... (having trouble getting started/struggling to get going/ wandering around the classroom dancing)
2. It was the rule about ...(lining up/staying on task/being safe) that you broke
3. You have chosen to ...(move next to me/ catch up with your work at.../speak to me after the lesson)
4. Do you remember last week/yesterday/earlier when you...(arrived on time every day/got the recognition wrist band...)
5. THAT is who I need to see today
6. Thank you for listening (Then give the child some 'take up' time)

You then leave, ignore any secondary behaviour that the child may demonstrate. You have said what you need to. The child now needs time to act on it.

## Appendix 3 –

### Restorative Meeting Expectations

1. This should be led by the adult that has imposed the sanction – this is what is meant by *picking up your own tab*. SLT can and will of course be available to support, but it is important to be mindful of the tone that this may set for the meeting.
2. The meeting should not be about reprimanding the child it does not have to be overly formal, it could take place during a walk with the child, a kick about with a football, playing with lego, the purpose is for honest and open reflection of the behaviour.
3. Reserve enough time for the meeting (15 minutes)
4. Resist the urge to take notes, this may hinder the child from speaking freely (note that the conversation has taken place on My Concern with the title Restorative Meeting)
5. Have a drink for the child
6. Leave the door open while the meeting takes place
7. Answer the questions yourself not on behalf of the child but with your own reflections
8. Be really careful not to use judgmental language
9. Resist any outside interruptions the child should feel that this meeting is important
10. Don't nit pick any other behaviour, focus on what it was that triggered this conversation
11. End the meeting well

### The Big Three Questions

#### 1. What Happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important for you to give your account from your perspective without judgment. Steer clear of 'And then you decided it would be clever to empty paint on poor ...' Take care how you present your view. Go slowly and step carefully. After all if you have already decided on the outcome of the meeting then questioning is redundant.

#### 2. Who has been affected?

Often the first response to this is simply 'me, I got sent out. I am missing my break. It was my pen that got broken.' It is only with some gentle encouragement that the child can see the bigger picture: 'What about Mr ... how might he have been affected when he couldn't teach his group? What about ... who doesn't like loud noises? What might mum say? What about ... who was wanting to play with you at break? You will find the more you ask this question, the easier it becomes for the child to answer it. In time that reflective routine might start popping in to their head during the incident, perhaps even before they act. You are teaching the to use their conscience. At the end of this section of the meeting ask the child to list the people who have been impacted before you ask the next question, perhaps remarking 'That is quite a lot of people who have been affected isn't it?'

#### 3. What should WE do to put things right?

For many adults this would be the moment to sit back and wait for an apology to be offered. In many restorative meetings this can up the ante. Run badly and the meeting can seem like a build up to it, so it is important that an

apology is not demanded. There may be other ways to put things right. Even if an apology is the obvious 'correct' step from the adults perspective, resist the urge to guide the conversation that way. Every parent knows that a forced apology is worthless. It might take the child time to reach this point. It might take the child time to get to this point, they may apologise in a tone you don't like, try not to criticise, accept the apology whenever it is offered with enthusiasm and reciprocation.

Use WE rather than you as then you are maintaining the relationship with the child which you will have worked tirelessly to build. It offers support rather than point the finger.