

Springfield Academy

Behaviour Policy

Approved by governors: Autumn 2026
Review date: Autumn 2027

Introduction

At Springfield Academy, we want to create an environment that is safe, where everyone feels respected and where pupils come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to create an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Springfield Academy. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

At Springfield Academy, our behaviour culture is rooted in Springfield SHINE: Be kind and fair; dream and try; and work and care together. These values guide how pupils and adults treat one another, respond to challenge and contribute to our community.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to, and use of language for managing behaviour.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.

- Encourage our pupils to respect their own and others' property.
- Foster good citizenship and self-discipline.
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provisions such as Breakfast and After School clubs, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.
- Teach strategies for children to solve conflicts peacefully.
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these through the teaching of routines (relentlessly).
- Enable children to recognise, understand and respond to a range of feelings.
- Develop vocabulary to enable children to express feelings verbally rather than physically.
- Promote equal opportunities and instill a positive attitude towards differences.
- Promote an ethos of peer support.
- Ensure the atmosphere in the classroom environment is conducive to learning.
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

Behaviour for Learning: The Springfield Way

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow.

Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe', which are applicable to a wide variety of situations. These rules are displayed in each classroom, and are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations is beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Our Rules	Visible Adult Consistencies	Above & Beyond Recognition	Relentless Routines (Good morning club)
Be Ready Be Respectful Be Safe	'Say hey your way' Calm, consistent & fair First attention to best conduct - catching children doing the right thing	Recognition board Class Dojo Hot chocolate Friday SPA Shine assembly (half termly) Praise to parents HT & SLT praise	Attention getting, lining up, flexible sitting, sitting at the table, transitions in class and around school, presentation in books, morning routines, talk partners, how to get equipment.

Our Behaviour Policy is based on the following:

- Consistent, calm adult behaviour.
- First attention for best conduct.

- Relentless routines.
- Restorative follow up.

Roles and Responsibilities

‘The culture is set by the way the adults behave.’ Paul Dix, 2017 All adults in the school are responsible for the consistent reinforcement of the behaviour policy.

Senior leaders and Governors are responsible for supporting staff to implement the policy. Parents are responsible for supporting the school’s behaviour policy by reinforcing key messages at home and by providing a positive role model.

All Staff will:

- Demonstrate unconditional care and compassion
- Always redirect children by referring to ‘Be Ready, Be Respectful and Be Safe’
- Focus on effort not achievement
- Celebrate when children go above and beyond expectations
- Be calm when going through the behaviour pathway
- Never ignore or walk past children who are behaving badly
- Deliberately and persistently catch children doing the right thing and praise them in front of others.

Give positive noticing a high profile

- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Meet and greet children at the start of each key transition point
- Listen
- Provide a safe environment
- Model our expectations and values
- Be consistent, persistent and insistent in our expectations
- Connect before we correct

Rewards

Recognition of good behaviour, achievement, attainment, kindness etc comes in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few.

Rewards will never be taken away from a child.

The first and foremost forms of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

We encourage all children to live out ‘Springfield SHINE’. Springfield SHINE gives our whole school community a shared language for positive behaviour, relationships and learning. Our SHINE values are:



Positive noticing within each phase will vary, but generally include:

- Name on the recognition board in the classroom
- Dojo points – individual and whole class (KS1 & KS2)
- A Dojo home / phone call home.
- An individual token award e.g. Sticker
- A visit to another member of staff for positive commendation
- A public word of praise in front of a group, class, key stage or the school
- School Certificates and awards, formally presented
- Hot chocolate Friday – SPA Shine / SPA Way focused
- Celebration assemblies (HALF TERMLY) – Afternoon tea in summer term
- House points awarded to house groups through House Challenges and Sports Days

EYFS

- Recognition board (star) which has a specific focus on it
- When a child's name/ photo is on the Recognition Board at the end of the day, they receive a sticker
- One child is chosen at 'Star of the Day'
- Class Dojo points are given out for Springfield SHINE / Way

KS1 & KS2

- Recognition board which has a specific focus on it linked to the SPA WAY / SHINE. There are no treats for the recognition board as these are our expectations.
- Class dojo points are rewarded in class and around school for SPA WAY and Shine. Teachers will create reward tokens of varying amounts e.g. wear slippers for the day, be the class TA, have lunch with a teacher, bring a mascot etc.
- Rewards and certificates are given at various points when a certain number of Dojo points are given in assemblies.
 - 100 Dojo = Bronze certificate
 - 200 Dojo – Silver certificate
 - 300 Dojo – Gold certificate

Managing negative behaviour

We understand that behaviour is a communication and is demonstrating a need that the child has. Our role is to try to understand what that need is and to meet it. We will also put clear boundaries in place to ensure all children and adults feel safe. Where possible, consequences will be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child. However, we also recognise that when children are dysregulated they need time to calm down and regulate to ensure that the consequence is restorative and that they understand why the behaviour was not ok and how to change it so that it is restorative and educational. Where needed we will co-regulate with children to support them and when children are able to self-regulate we will give them space and tools to do this. All classes have a 'calming bag' to support children with becoming regulated.

Adults should follow specific steps when dealing with negative behaviour in the classroom. This involves the members of staff using a measured approach. Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

When children find things difficult, the following action is taken:

EYFS

1. Individual reminder of expectations – 'I am giving you a reminder, make the right choice'
2. Two reminders are given, then the child is given reflection time in class with a different adult in a different area of the classroom. A 5 minute timer is used, then a restorative conversation held
3. Child given time and space to co-regulate or self-regulate if they are dysregulated
4. If the behaviour continues, the child will be sent for thinking time in Year 1.
5. If there are still concerns, the HT / DHT will become involved
6. There will be a fresh start after lunchtime
7. Individuals giving significant cause for concern are dealt with on a case by case basis

KS1

1. Individual reminder of expectations – 'I am giving you a reminder, make the right choice'
2. Two reminders are given, then the child is given reflection time in the calm corner. A 5 minute timer is used, then a check in with an adult. (A restorative conversation to be held as soon as possible)
3. Child given time and space to co-regulate or self-regulate if they are dysregulated. Rejoin the class activity.
4. If the behaviour continues, the child will be sent for thinking time in Year 4 with a reflect and reset sheet (see appendix 1).
5. If there are still concerns, the HT / DHT will become involved
6. There will be a fresh start after lunchtime
7. Individuals giving significant cause for concern are dealt with on a case by case basis

LKS2

1. Individual reminder of expectations – 'I am giving you a reminder, make the right choice'
2. Two reminders are given, then the child is given reflection time in the calm corner. A 5 minute timer is used, then a check in with an adult.
3. Child given time and space to co-regulate or self-regulate if they are dysregulated. Rejoin the class activity.
4. If the behaviour continues, the child will be sent for thinking time in Year 2 with a reflect and reset sheet (see appendix 1).
5. If there are still concerns, the HT / DHT will become involved
6. There will be a fresh start after lunchtime

7. Individuals giving significant cause for concern are dealt with on a case by case basis

UKS2

1. Individual reminder of expectations – ‘I am giving you a reminder, make the right choice’
2. Two reminders are given, then the child is given reflection time in the calm corner. A 5 minute timer is used, then a check in with an adult.
3. Child given time and space to co- regulate or self-regulate if they are dysregulated. Rejoin the class activity.
4. If the behaviour continues, the child will be sent for thinking time in F2 with a reflect and reset sheet (see appendix 1).
5. If there are still concerns, the HT / DHT will become involved
6. There will be a fresh start after lunchtime
7. Individuals giving significant cause for concern are dealt with on a case by case basis

Consistent language to be used

Positive framing

e.g. Instead of “will you stop talking” you say “Peter I’d like you listening, thank you”.

Instead of “Izzy, stop turning around and distracting Mike” you say “Izzy, I’d like you facing this way and getting on with your work... thanks.”

Instead of “stop running”, you say “Everyone walking thank you”.

‘I need you to...’

‘I notice you...’

‘I expect you to...’

‘You should be...’

‘In 5 mins you will have to...’

‘Thank you for...’

All staff have this information on a lanyard to support them. See Appendix 2

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour (see appendix 3).

Persistent Poor Behaviour

Repeated poor behaviour results in parents being notified either through phone call or face-to-face conversation. Any instances of poor behaviour should be recorded on Arbor, with appropriate staff alerted. This will always include the Head, Deputy Headteacher and SENCO. We are ALL responsible for logging the information efficiently, please use these 3 steps as guidance:-

1. What happened?
2. How was it dealt with? (in line with the Behaviour Policy)

3. What are the actions moving forward (eg passed to SLT, speak to parents, create a behaviour plan, now and next board etc.)

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, class teacher's will work in conjunction with parents/carers, SLT, SENCo and the pastoral team to devise an Individual Behaviour Plan. The responsibility of Behaviour Plans lies with SLT. Parents are always consulted when a Behaviour Plan is set up.

There may also be the need to set up a Plan B for a class where there are specific problems. This may involve an adjustment to the stepped sanctions stated above (See appendix 4).

Serious Behaviour Incidents

Serious behaviours include;

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour (see Anti-Bullying Policy)
- Stealing
- Spitting
- Swearing
- Sexism
- Racism

Any of these behaviours will result in an instant move to Thinking time (with either HT or DHT) as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT. This may include an internal exclusion for a fixed period of time – where this is the case, parents will be notified.

These incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headteacher or a member of SLT) All such incidents should be recorded on Arbor.

Screening and Searching Pupils

Searching, Screening and Confiscation (publishing.service.gov.uk)

Screening and searching pupils can play a critical role in ensuring that school is a safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:

- tobacco and cigarette papers
- fireworks
- pornographic images.

Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff will always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

Any such incident will be recorded on Arbor and parents notified on the same day where practicable.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke Individual Behaviour Plans that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a team teach hold may need to be used if they or another person is unsafe. This will only be used as a last resort. The school will record all incidents of extreme behaviour on Arbor and complete the Team each forms. Parents will be informed by the members of staff involved.

Restrictive interventions

In exceptional circumstances, as a last resort, there may be the need to use a team teach hold on a pupil. In line with DfE guidance, all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

[See Restrictive Interventions, including use of reasonable force in schools.](#)

Reasonable force can be used to:

1. Prevent pupils from hurting themselves or others
2. Prevent pupils from committing a criminal offence
3. Prevent pupils from damaging property
4. Preventing pupils from causing disorder among pupils at the school.

Staff should use restrictive interventions as a last resort.

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 on Arbor (team teach form will be completed) and reported to parents within the course of the same day where practicable
- Staff members to be supported following any physical restraint and a report should be completed if injured

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Suspensions or Exclusions

We do not believe that suspensions or exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to suspend or exclude a child for a fixed time period and this would always be considered very carefully and in line with the Tapestry Learning Partnership Suspensions and Exclusions policy.

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

A suspension or exclusion will follow the Tapestry Learning Partnership Suspension and Exclusion Policy.

Informing parents

If a pupil is at risk of suspension or exclusion the headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a pupil, the parents will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay. Suspensions and Exclusions will happen in accordance with the Tapestry Learning Partnership Suspensions and Exclusion Policy.

Physical attacks on adults

At Springfield Academy, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and call for additional support if needed. Only staff who have been trained in Team Teach should use a hold on a child unless there is an immediate risk to that child or another person.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on Arbor. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen in accordance to with the Tapestry Suspension and Exclusion policy.

Beyond the School Gate

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This will happen in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school.

Conduct outside the school premises, including online conduct, that could involve sanctions for misbehaviour include:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. Where this course of action is taken, incidents will be recorded on Arbor and parents notified on the same day where this is practicable.

The role of the parent

At Springfield Academy, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day
- Understand and reinforce the school language as much as possible
- Share in the concern about standards of behaviour generally
- Support the work of the school as staff seek to support the whole family
- Acknowledge receipt of any message or email received from school in relation to their child if a phonecall has not been possible

We will always aim to contact parents quickly when there are concerns about behaviour. However, staff will not routinely contact or inform parents of minor digressions.

SEND pupils

Our school is committed to promoting positive behaviour for all pupils. We recognise that some children, including those with Special Educational Needs and Disabilities (SEND), may require additional support to meet behaviour expectations. Behaviour is understood as a form of communication and may reflect underlying needs.

In line with the Equality Act 2010 and the SEND Code of Practice (2015), the school will:

- Make reasonable adjustments to support pupils with SEND.
- Use the graduated approach (assess-plan-do-review) when identifying and addressing behavioural barriers.
- Ensure actions and responses are fair, proportionate and tailored to individual needs.

While our behaviour expectations apply to all pupils, we recognise that pupils with SEND may need differentiated approaches to help them understand and follow expectations; individualised targets that reflect their developmental and learning profile and additional support to develop social, emotional and self-regulation skills.

The following adjustments may be made for pupils with SEND where appropriate:

- Use of visual timetables, prompts and social stories.
- Access to sensory tools or a designated regulation space.
- Adapted routines, transitions or seating arrangements.
- Emotion-coaching and co-regulation strategies.
- Movement breaks.
- Increased adult support at key times.
- Adjusted consequences where behaviour is linked to a child's identified needs.

These adjustments are designed to ensure pupils can access the behaviour curriculum fairly and successfully. Some pupils may require personalised support which may include an Individual Behaviour Plan (IBP) or provisions within an EHCP. Plans are developed in consultation with parents and reviewed regularly. They will identify triggers, strengths, environmental adjustments and agreed strategies.

When behaviour incidents involve a pupil with SEND staff will consider whether the behaviour may reflect unmet needs, sensory overload, communication difficulties or emotional dysregulation. De-escalation strategies will be used wherever possible before sanctions are considered and any consequence will take account of the pupil's individual needs and level of understanding. Patterns of behaviour will be monitored to inform future support.

We recognise that parents and carers know their children best. The school will work in partnership with parents to understand needs and strategies that help. As required, we will seek advice from external professionals (e.g., Educational Psychology, Autism Teams, Behaviour Support, CAMHS).

Suspension of a pupil with SEND will always be considered only as a last resort. Before any suspension is issued, the school will review whether all reasonable adjustments have been made, consider whether the behaviour relates to unmet or emerging SEND needs and explore alternative strategies and support.

The school is committed to reducing exclusions among pupils with SEND by providing proactive, supportive, and inclusive approaches to behaviour.

Allegations against a member of staff

If an allegation is made against a member of staff, the procedures outlined in the school policy will be followed.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be

applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once every two years and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be carried out.

DRAFT

Appendix 1: Reflect and Reset



Reflect and Reset



What happened?



How were you feeling?



Angry



Confused



Scared



Frustrated



Something else

What was the impact of your choice?



I stopped myself from learning



I stopped others from learning



I feel sad



I have made others feel sad

What can we do now?



Finish my work



Create a pathway together



Try a Now-Next-After



Talk to someone



Something else

 THE ADULTS WILL ✓ Meet and Greet children at each key transition point (e.g., arrival, after breaks, before independent work, etc.) ✓ Listen ✓ Provide a safe environment ✓ Stay calm and consistent ✓ Model our expectations and values ✓ Praise positive choices ✓ Be consistent in our expectations ✓ Connect before we correct	 SCRIPTS ○ "Let's..." ○ "I need you to..." ○ "I notice you are..." ○ "Do you remember when you..." ○ "You should be..." ○ "In 5 minutes you will have to..." ○ "When I return, I will see..." ○ "Today we are going to..." ○ "I expect you to..." ○ "I know that you will..." ○ "Thank you for..."	 FOGGING AGREE...AND YET... ➔ "I hear what you are saying...and yet..." ➔ "I understand...and yet..." ➔ "Maybe you were...and yet..." ➔ "Yes sometimes I may..." ➔ "Yes you may think that..." ➔ "There may be some truth in..." ➔ "I'm sorry that you are..."
 REFLECTION POINTS FOR STAFF ● What triggered the child's response/behaviour? ● Are there any changes I could have made/make to support the behaviour (seating, classroom environment, language)? ● How can I support this child during the next lesson/day/week? ● What could I do differently?	 CONNECTING AND DEFUSING  Offer choice E.g. Instead of "Go and get your reading books, try "Which book would you like to read today?"  Share responsibility – us, we, let's, together  Describe and say what you see – "I'm wondering if you feel sad today? You've been very quiet..."	 RESTORATIVE QUESTIONS 1 What happened? 2 What were you feeling/thinking at the time? 3 How did this make other people feel? 4 Who has been affected? How do you know? 5 What should we do to put things right? 6 If this happened again, how could you do things differently? What action/consequence will make a difference?

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.

THE SPRINGFIELD WAY



BE READY

Be prepared for
what comes next.



Being ready helps us
make the most of every
learning opportunity.



BE RESPECTFUL

Treat others with
kindness.



We are kind, listen and
value everyone in our
school community.



BE SAFE

Think about
your actions.



We keep ourselves and
others safe by making
positive choices.

Springfield Academy

SPRINGFIELD SHINE



**DREAM
& TRY**



We have goals
and keep going,
even when it's
hard.



**BE KIND
& FAIR**



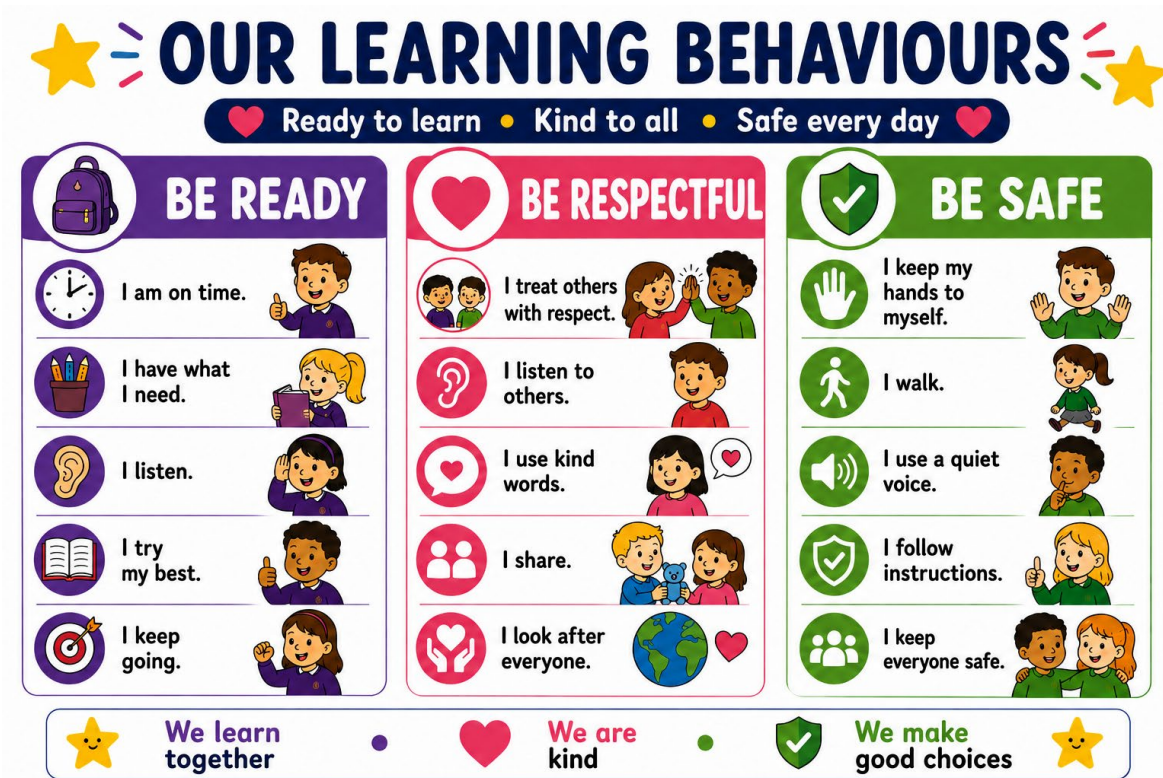
We tell the truth
and treat
everyone kindly.



**WORK &
CARE
TOGETHER**



We help each
other and take
care of what's
ours.



★ = OUR LEARNING BEHAVIOURS ★

♥ Ready to learn • Respectful to all • Safe every day ♥

 BE READY I am ready to learn.	 BE RESPECTFUL I am respectful to others.	 BE SAFE I keep myself and others safe.
 I am on time and ready to learn. 	 I treat everyone with respect. 	 I keep my hands, feet and objects to myself. 
 I have the right equipment. 	 I listen to others and let them finish. 	 I move around school calmly and sensibly. 
 I listen and follow instructions. 	 I use kind words and positive language. 	 I use a quiet voice in class and around school. 
 I try my best and challenge myself. 	 I share, take turns and include others. 	 I follow instructions and make safe choices. 
 I stay focused and never give up. 	 I care for our classroom, our resources and each other. 	 I speak to an adult if I am worried or see something unsafe. 


WE LEARN TOGETHER


WE ARE RESPECTFUL


WE MAKE GOOD CHOICES


DRAFT