



Springfield Junior School

Behaviour Policy

Written by	Sue Hughes
Date	April 2017
Ratified by Governors	6 th July 2017
Issue number	2
Date for review	July 2018
Signed Chair of Governors/ committees	
Signed Head teacher	

AIMS

We strive at Springfield School to provide a happy, safe and stimulating environment in which children develop a thirst for knowledge and a love of learning and the self-belief that anything is possible with hard work and commitment. We want them to become respectful members of society who are equipped to make positive choices throughout their lives to be the best they can be.

We promise:

1. To provide a broad, balanced, relevant and exciting curriculum that enables all children to develop academically and socially.
2. To have consistently high expectations of all pupils and ensure work is matched to individual needs so that every child has the opportunity to achieve to their full potential.
3. To provide an environment that develops children's independence and allows them to take responsibility for their own actions and make positive choices.
4. To develop self-esteem and provide opportunities for everyone to become active and valued members of the community.
5. To encourage everyone to respect, value and treat all members of the community equally.

We believe that parents and teachers should work in partnership to achieve these aims.

RELATIONSHIPS

It is extremely unusual for confrontations to arise between pupils and teachers who share good friendly relationships (Robertson 1989)

Our relationships in school are very important. We appreciate the need to work well together and to develop good relationships with children.

This means:

- Creating a caring and nurturing attitude throughout the school.
- An emphasis on a positive approach in all we do.
- Developing co-operative and collaborative skills to promote good behaviour.
- Celebrating difference and diversity.
- Encouraging self and mutual respect.

We aim to promote an atmosphere where children feel comfortable in seeking help with any problems they may be encountering.

We will provide activities where all children are taught co-operative skills. Through being more aware of themselves and others we hope they will develop better working

relationships and an ability to look at any difficulties or conflicts from different perspectives. We aim to promote an ethos of respect throughout school.

ENCOURAGING GOOD BEHAVIOUR

We believe that children respond more positively to praise and encouragement and use a selection of incentives, which we feel help develop children's progress in work and behaviour.

As a staff we have agreed to:

- Have a set of clear school rules that children fully understand and buy into.
- Ensure all children fully understand the school rules and what they mean in practice.
- Recognise and promote good behaviour as it occurs.
- Ensure that criticism is constructive.
- Deal with any issues immediately and understand that all staff have responsibility for all children.
- Treat everyone with respect.
- Use a calm, quiet voice and positive body language at all times.
- Talk about the behaviour, not the child.
- Explain and demonstrate the behaviour we wish to see.
- Encourage children to be responsible for their own behaviour.
- Acknowledge children who consistently behave well.
- Recognize and support individual children with specific needs.
- Make all staff aware of strategies to deal with individuals.
- Provide lessons which are engaging and meet the needs of all learners.
- Encourage good behaviours for learning in all lessons.
- Develop classroom environments that are safe and supportive.
- Develop a whole school environment which is safe, friendly and supportive.

We believe that good behaviour should be recognised through awards or privilege and rewards to include:

- Verbal encouragement and praise, smiles.
- Certificates.
- Special mention in general assemblies.
- Special Mentions assembly with parents invited.
- Stickers.
- Weekly Respect Time.
- Super Student Award Scheme, including additional weekly Super Student Club and trips/ prizes.
- Text messages home from teachers or/and Headteacher.
- Good work displayed and celebrated.
- House points and Dojo points.

We will always be looking for and praising good behaviour rather than only responding to unacceptable behaviour. We will also be careful to recognise that inappropriate behaviour may be the result of experiences in a child's life and will put into practice strategies to support them through this.

PREVENTION

In order to meet the aims of the school it is necessary to emphasise the importance of good behaviour. Children learn best when they are clear about what is expected of them, and when those expectations are continually and consistently enforced.

THE WHOLE SCHOOL RULES

These rules provide a model for the behaviour we expect to see in school at all times and are displayed around school for constant reference:

- We keep our hands and feet to ourselves.
- We are polite and respectful.
- We follow instructions.
- We walk carefully and quietly around school.
- We keep the school and the environment clean and tidy.

There are also some classroom specific rules that teachers and pupils will draw up together. These will be clearly displayed in each classroom alongside the school rules.

PLAYGROUND ROUTINES

These routines have been designed to ensure safety and harmony on the playground.

- Children may use any part of the playground/ garden area.
- Football is restricted to the small playground.
- The field will be used, weather permitting.
- One class each day will have the opportunity to use the tyres in the middle area depending on the weather (see rota).
- Adults lead playground games in zoned areas.
- Children should not play near the recycling bins or close to the perimeter fence and gates.
- "Emma's Garden" is an area where children can walk or sit quietly with friends.
- Equipment and games are available for the children to use daily in exchange for their key ring.
- The school disclaims any responsibility for any personal equipment/ games/ toys broken or lost whilst on the school premises. Any items brought into school that are

considered to be dangerous or inappropriate will be kept by staff for collection by parents.

- At the end of lunch and morning break pupils will line up for the class TA or class MDMS to walk sensibly back into school where they will be met by the class teacher.
- Children have access to the toilets during all breaks. However they are not to be used as an extension of the playground.

DISCOURAGING INAPPROPRIATE BEHAVIOUR

In the Classroom/around the School during lesson time

Even in a positive climate, children may still forget our rules and act inappropriately. In such cases, after the use of non-verbal signs of disapproval, the following sanctions will be applied by the staff in the classroom (see flow chart):

- Verbal warning.
- If the behaviour continues and the warning is ignored a formal warning (yellow card) is issued. Name recorded on the board/ name moved to the next cloud on the display (5 minutes payback supervised by the class teacher or TA who has issued the warning).
- 2nd formal warning (yellow card) issued if the behaviour continues further (10 minutes payback supervised by the class teacher or TA). The child's name and details of the incident should be recorded in the class behaviour log and name moved to the next cloud on the display.
- If the behaviour persists, a red card will be issued and the child's name will be referred to the Headteacher, Inclusion Mentor or member of SLT on duty. The child should be escorted by a member of staff to the member of SLT/ IM/ HT at the end of the lesson so that they can be supervised for 15 minutes "payback" during break/ lunchtime. The child will also lose 15 minutes of class Respect Time (NB for instances of physical violence the child will lose ALL Respect Time that week. See chart of sanctions for repeated instances of inappropriate behaviour for more details).
- For certain individuals it may be appropriate for them to be sent to work in another classroom or to be removed from the classroom before the end of the lesson. If this is the case they MUST be escorted by a member of staff and not left to wander around school on their own or the Inclusion Mentor or Headteacher should be called for to deal with the situation.

NB. For certain individuals it may be appropriate for the Inclusion Mentor to be sent for to support a child within class BEFORE their behaviour escalates.

- Dangerous or aggressive behaviour will result in an immediate red card.
- All instances of violent behaviour will be reported to parents.

- Total defiance, refusal to work and total disrespect for adults will also result in an immediate red card and parents informed.
- 3 red cards within a one week period for other behaviours eg disturbing the class or rudeness will also result in parents being informed and more serious sanctions imposed.

Lunchtime

All incidents of misbehaviour observed during the lunchtime will be recorded by lunchtime supervisors in their logbooks. Class teachers will be given a slip to inform them of any incidents of inappropriate behaviour over the lunch period. They will also give teachers “good” slips to let them know when children have stood out as behaving extremely well.

Children will receive a warning about their behaviour and if this is not heeded their name will be recorded. Pupils will be required to “payback” a minute by the side of the supervisor. (They should be fully supervised and not placed by the wall).

Repeatedly poor behaviour will be referred to the senior mid-day supervisor who will refer the matter to the Inclusion Mentor or senior member of staff on duty. Acts of physical violence will be reported directly to the member of SLT on duty and the child removed from the playground for payback. The incident will be recorded as a red card incident in the whole school log.

NB A child should never be left outside the HT/ SLT office unless the senior member of staff on duty knows they are there and why.

If a child receives 3 warnings within a period of 1 week they will miss their lunch break and parents will be informed.

If poor behaviour continues to be an issue at lunchtime parents will be asked to either come into school to discuss the issue. They may be asked to supervise their child on the premises or take them home at lunchtimes. This is to help us meet health and safety guidelines.

NB. Some children who struggle to cope on the playground at lunchtime are invited to attend Quiet Club (Lunchtime Club) for the whole of the lunch period. Attendance at Quiet Club is not a punishment but a strategy for supporting children and teaching them the skills required to socialize and behave appropriately.

An exclusion room is used on the rare occasions that children need to be isolated from their peers for the lunch period.

Headteacher’s Sanctions in Respect of Misbehaviour

The intervention of the Inclusion Mentor/member of SLT or Headteacher should be considered as very serious and used as a last resort when all other strategies have failed.

Please refer to the “sanctions to be imposed for repeated unacceptable behaviour” document.

Consequences may include the following:

- Verbal reprimand.
- Work inspected.
- Payback.
- Internal exclusion (child sent to work in another class for a set period of time).
- Break and lunchtimes spent in isolation.
- Behaviour chart initiated with specific rewards and consequences agreed.
- Child expected to show a member of SLT their behaviour chart at the end of every session.
- Parents informed and spoken to with their child.
- Exclusion from school for a fixed period of time in accordance with LA guidelines.
- In serious situations it may be appropriate to move immediately to fixed term exclusion.

All instances of inappropriate behaviour resulting in a red card being issued are recorded in the school behaviour log which is kept in the Headteacher’s office. This is analysed each term to identify trends and patterns. An update of behaviour in school is reported to governors as part of the Headteacher’s report to governors, presented termly at Full Governing Body meetings.

PARENTS

Parents are made aware of our intentions regarding behaviour and discipline in school. This is usually done at the new intake meeting. New admissions are taken in throughout the year and the Head or Inclusion Mentor will inform new parents and pupils of the school’s behaviour policy at the initial meeting. Parents and pupils will be informed of changes to the policy through the Newsletter and awareness of the policy will be raised regularly.

A copy of the school’s behaviour policy, flowchart and sanctions for repeated unacceptable behaviour documents are all available in the document library of the school’s website for all stakeholders to access.

Staff, pupils and parents sign a “home school pledge” at the start of the new school year which is then discussed at first parent consultation meeting of the year. It outlines expectations for behaviour and attitude. This can be found in the home school diary and referred to frequently.

Our relations with the home are very important and we need to communicate well so we can resolve problems. Parents are very welcome to come into school at the beginning or end of the day to share comments or concerns about children’s work or behaviour.

The home school diary can also be used to communicate with school.