



Springfield Junior School

Local Behaviour Policy

These local procedures are to be used in conjunction with QEGSMAT's Behaviour Policy. It has been impact assessed in light of all other school policies and the Equality Act 2010.

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Definitions:

Definition of 'behaviour' within this document: '*the way in which one acts or conducts oneself on a learning, social or emotional level*'.

Definition of 'the school': '*The Headteacher, Senior Leadership Team, Governing body and all teaching / support staff acting under their guidance*'.

Definition of 'the parent': '*Any adult with 'legal guardian' status for the given child*'

Aims of the Policy:

The school aims to promote good behaviour through a culture of mutual respect, recognition of responsibilities and associated actions.

"We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere."

(Discipline in Schools - Elton Report)

"Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects."

(Education Observed D.E.S)

Guiding Principles:

Springfield Junior School is an inclusive community. We welcome pupils from all backgrounds; we treat everyone as an individual and aim to develop the whole person so that they are equipped to take their place in the modern world.

We pride ourselves in being an ARAS school (Attachment and Relationship Aware School). We recognise the prevalence of adverse childhood experiences amongst the school population and that many behaviours and emotional responses are the result of traumatic experiences and an indication of a child's wellbeing. We work closely with agencies and partners, such as PINS (Partnership for Inclusion in Neurodiversity) and Neuro Diversity Advocates and ensure inclusive policies are in place. Relationships are at the centre of our practice and restorative and reflective work supports all in the school community.

To enable this, the school supports the guiding principles that:

- 1. Enrolment or employment at the school is subject to supporting and demonstrating high standards of behaviour. Those placing the principles of this document in jeopardy, actual or potentially, may have the right to work or learn in the school withdrawn.**
- 2. Access to a safe, non-threatening and productive learning and working environment is the right of everyone at school.**
- 3. The key function of a school is to deliver an effective education for all; behaviour that contravenes this will not be tolerated.**
- 4. Respect is demonstrated to all those working and learning at school and this is extended to the school building/grounds and the resources contained within it.**
- 5. The school recognises that the wellbeing of 'all pupils' is paramount and that the 'needs of the many' as opposed to the 'needs of the one' will inform appropriate actions relating to behavioural matters.**
- 6. There are often reasons, but never excuses, for poor behaviour.**

Springfield Junior School, its staff and Governors recognise that there are children whose circumstances are challenging and that this can often impact on their ability to respond in accordance to expectation. These pupils will be supported by our knowledge of co and self-regulation, restorative practice and understanding behaviours as communication. However, as a core principle to address and amend behaviour, parents who accept a place for their child at the school are to acknowledge the aforementioned principles.

All adults and children in the school are expected to meet the high standards through consistently exhibiting the schools' values of being Ready. Respectful and Safe.

Code of Conduct

We have high expectations of the entire community at Springfield Junior School. Common sense should prevail at all times. Mutual co-operation, respect for property, respect for our environment and above all, each other, are essential to our happiness.

All staff and visitors are expected to lead by example. Respect should be shown to teaching and non-teaching staff, pupils, parents and other visitors to the school. Staff and visitors alike are to be positive and supportive to pupils and should communicate using appropriate language for their age and that of an inclusive school.

Respect for the rights, dignity and integrity of others is essential for the wellbeing of Springfield Junior School. Actions by any persons, pupil or adults, that do not reflect such respect for others are damaging to the individual and hence damaging to the school. Each member of the community should be free from interference, intimidation or disparagement in the workplace, the classroom and the social environment.

All those accepting to work in the school, contractually or voluntarily accept that in order for learning to take place effectively, good order and discipline are maintained through the active promotion of self-regulation and discipline.

The Role of the Parent

Good discipline is maintained if parents have the same standards, and we expect all who accept places for their children to fully adhere to and support the school's expectations.

- Parents must support their child by ensuring regular attendance, punctuality and having only the highest expectations.
- All adults, including parents, **should** be good role models for the children.
- Uniform contributes to the ethos of the school and parents should undertake to provide the correct uniform.

Behaviour of visitors to the school site

The Headteacher has the right, under the Education Act 1996 – Section 547, “to withdraw access to school premises anyone (including parents) who cause a nuisance, disturbance or annoyance to those persons lawfully present”. Such actions are subject to appeal to QEGSMAT, who may choose to withdraw or extend such an action.

Positive Interactions:

Our ARAS beliefs and values are expressed through everyday interactions

- Smile and speak kindly
- Praise
- Encouragement
- All adults modelling through greeting children in the corridor and smiling
- Morning greeting between class teacher and child
- No shaming of children when having time out
- Same script and consistent messages given
- Staff may have to raise their voice in a firm manner – not shout
- Give children a space to calm down
- Reconnect with the child as soon as possible with lines such as... ‘I’ve heard what you said...’, ‘It’s not like you how can we avoid this happening again?’ Language is key in reconnecting with the child

Rewards:

- Dojo and House Points
- Stickers/stamps
- Team House weekly trophy
- Twig, Mr Hoot, Tommy and Timmy mascots for class of the week • Half termly pizza prize for class attendance • Times table and reading certificates.
- Weekly hot chocolate reward with the Headteacher
- Prize boxes
- Top Table weekly in lunch hall
- Lunchtime Golden Ticket weekly reward

Promotion of expected behaviours:

- Discrete reminders to address low level disruption based upon positive language such as “please talk quietly” rather than “don’t shout” •
- Warnings to be made clear to the child “If you do not change your behaviour you will move to step (2,3)”
- Follow through of sanctions to all involved to ensure fair and consistent approach

Restorative Questions

As an ARAS school we recognise all behaviour as a communication, we are person centred and solution focused in our discussion.

- What's happened?
- What were you thinking at the time? What are you thinking about now?
- How did this make people feel? Who has been affected by what has happened? How have they/you/me been affected by what you have done?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

Application of sanctions -a stepped approach:

Fair and appropriate responses to the rare occasions of inappropriate behaviour should be taken.

Staff are expected to apply a ‘stepped’ approach to sanctions, escalating the level of sanction according to the response of the child. Where behaviour does not improve, sanctions are to be intensified systematically; where behaviour improves, children should be allowed to have sanctions reduced or removed.

However, all negative behaviours are to be addressed and should never be ignored, even after a pupil’s conduct has improved. Undesirable behaviours are: swearing, verbal aggression, throwing things, hitting, kicking, pushing, biting, ignoring requests, damaging property, racist, sexist or other forms of derogatory behaviour.

As a minimum, a warning should be given to the child to ensure that they are fully aware that the presented behaviour cannot be repeated.

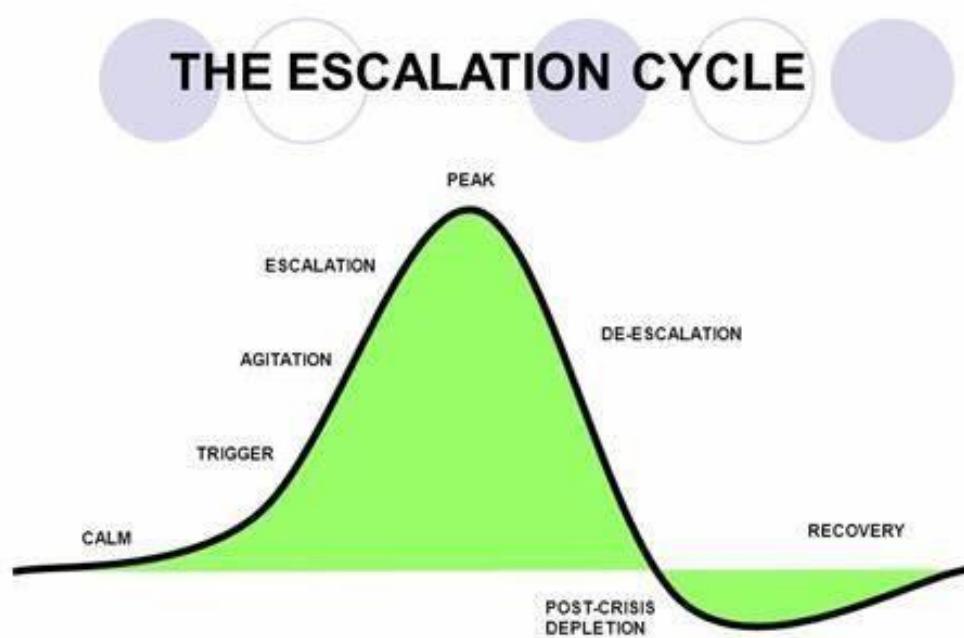
It is not always the ‘sanction’ that is important, but the fact that a ‘sanction’ has been applied effectively.

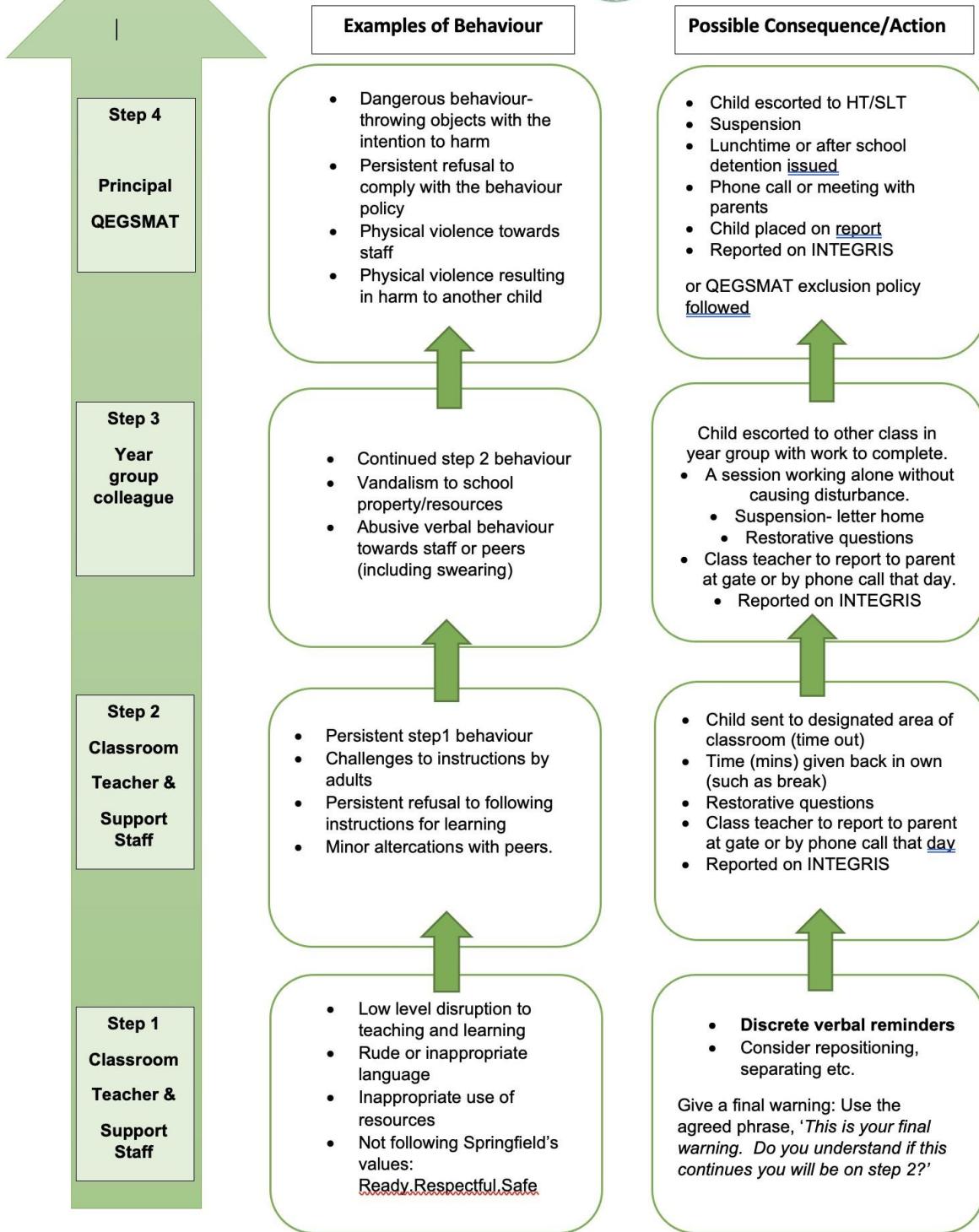
When deciding on consequences for inappropriate behaviour, consider:

- The pupil's honesty regarding their actions
- Identifying the triggers which lead to the behaviour
- Any remorse shown by the pupil
- Any historical reports of similar behaviour
- The pupil's age and emotional needs
- The pupil's developmental stage
- Communication with the parent for context
- The most effective sanction to improve behaviour for **each individual child**

Some pupils may require a Positive Behaviour Support Plan. These plans provide a structured approach to understanding and addressing behavioural issues, ultimately aiming to improve the quality of life for individuals with challenging behaviours.

Staff receive training on the Escalation Cycle, which is divided into seven phases, each representing a different stage of behavioural escalation. These phases provide a framework for understanding how behaviour changes over time and how interventions can be tailored to each stage.





Springfield acknowledges that for a small minority of children they may require a more bespoke approach. For these children neither the normal rewards or sanctions procedures may be appropriate or sufficient to support them or protect other children from their actions. If this is the case it will have been discussed with you.

Persistent / Serious Acts of Misconduct -

Internal Exclusion

Where appropriate, pupils may be subject to an ‘internal exclusion’, working within the school but in isolation to other pupils. This should only be used as a preliminary measure to deal with isolated incidents or to allow pupils an opportunity to ‘cool off’ whilst an issue is investigated.

The Headteacher is not authorised, even if requested by the parents, to allow them to voluntarily take their child home to ‘cool off’ or ‘reflect’.

Fixed and Permanent Exclusions

The school adopts the Department for Education’s guidance, “Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion 2017,” which may be adopted for pupils who consistently display poor behaviour or act in a manner that is serious enough to warrant its application.

Exclusions may be:

‘Fixed Term’: A set period of time set by the Headteacher.

‘Permanent’: Removal from the school roll.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently. A fixed period exclusion does not have to be for a continuous period.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

Permanent Exclusion is a very serious matter and will only be considered when all other forms of intervention and sanction have been explored by the School/Academy. This may include considering managed moves or other Alternative Provision. Any recommendation for a Permanent Exclusion must include a robust evidence base and must be conducted within the legal framework surrounding Permanent Exclusions. Only the Headteacher can make a recommendation for Permanent Exclusion for the Academy/school and this recommendation is subject to the agreement of the CEO before the decision to carry out a Permanent Exclusion is taken. The permanent exclusion is heard by a panel from the Local Academy Committee within 15 school days of the exclusion, where it is considered whether to uphold the exclusion or reinstate the pupil. The exclusion and appeals process is outlined in a letter from the academy/school to the parent/carer.

Specified Exclusion times

The Headteacher may choose to exclude a pupil from school site at specified times in order to address periods where 'behaviour triggers' occur. For example, pupils may be excluded from the school site at lunch times, breaktimes or before and after the school day. It is the responsibility of parents to ensure appropriate care arrangements for their child during any periods of exclusion.

Physical Intervention

The handling of pupils is to be avoided at all times and staff act in accordance with the school's Physical Intervention Policy. As a guide to the law:

Pupils can only be restrained if failing to do so would 'risk injury to themselves or another, or if they are in the process of carrying out a criminal act'.

Only appropriate physical intervention is to be used in such cases. All such occurrences should be reported immediately to a member of the Senior Leadership Team in their absence. (This is in line with the recommendations of the Education Act 2002)

Recording of incidents

The school records all serious incidents of misconduct within the school on a secure database. Data is recorded to enable the tracking of patterns of conduct, the pupils involved in them and the impact on sanctions that are applied.

Where appropriate the Headteacher, or in her absence, the next senior staff member, may make a call home, informing the parent of the actions taken.