

Springfield Primary School Behaviour Policy

- This document states the aims, philosophy and strategy that Springfield Primary School and its staff have for behaviour and relationships within school.

This document was reviewed in September 2025.

Purpose of the policy

To provide simple and practical procedures for staff and children to follow:

- Behaviour expectations are taught and learnt through the curriculum and positive intervention (including online behaviours- see online safety policy)
- Adults act as role models to demonstrate positive behaviours
- Behaviour is the responsibility of ALL staff to ensure children always adhere to these expectations
- Uphold our high expectations of basic manners
- Foster the belief that there are no 'naughty' children, just 'wrong/negative choices'
- Encourage children to recognise that they can and should make 'good/positive' choices
- Recognise individual behavioural patterns and respond appropriately
- Promote self-esteem and self-regulation

At Springfield Primary School, we aim to establish a code of conduct to be applied consistently throughout the school which will allow each pupil to:

- maximise their academic potential
- take responsibility for their own behaviour
- develop self-discipline and self-regulation
- develop self-respect
- learn consideration and respect for other people and their particular needs

Principles

- every child has a right to learn, and no child has the right to disrupt the learning of others
- the role of the environment is a key factor in fostering and promoting positive behaviour and play
- the school welcomes and encourages the process of co-operative involvement of the LA, governors, parents and others in the community
- school understands that children with ACES may not conform to the blueprint and using professional judgement, staff can adapt the policy accordingly

The mental health of all stakeholders has been considered when writing this policy and underpins all strands of the implementation process.

Children's Responsibilities

- Work to the best of their abilities and allow others to do the same
- Treat others with respect, empathy and kindness
- Follow the instructions of all the school staff – they are working in their best interests (Article 3)
- Take care of the property and the environment in and out of the school.
- Co-operate with other adults and children.

Staff Responsibilities

- Treat all children fairly and with respect
- Raise children's self-esteem and develop their full potential
- Provide a challenging, interesting and relevant curriculum
- Create a safe and pleasant environment both physically and emotionally
- Use school values and consequences clearly and consistently
- Act as a good role model
- Form good relationships with parents so that all children can see that key adults in their lives share a common goal
- Work to meet the individual behavioural needs of children
- Offer a framework for social education

Governor Responsibilities

- Link governor to take a pro-active role in behaviour through involvement, where possible, with both staff and pupils during school hours
- Link governor and others where appropriate, to be involved in promotion of positive behaviour, policy review, monitoring, and disciplinary meetings

Parent Responsibilities

- Make children aware of appropriate behaviour in all situations
- Encourage age-appropriate independence and self-discipline with their child
- Show an interest in all that their child does in school
- Foster good relationships with the school
- Support the school in the implementation of this policy

BEHAVIOUR EDUCATION

At Springfield Primary School, a specifically taught behaviour curriculum is evident in all areas of school. The behaviour environment created allows pupils, and staff, to feel safe and thrive in fairness and dignity. The teaching of behaviour is threaded throughout the curriculum and taught in a range

of contexts so that all children can achieve their very best with their behaviour. For subject specific contexts, please see curriculum policies where appropriate.

WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR

- Clear consistent message from all staff working in school
- First attention for best conduct
- Effective use of praise- recognition boards, Hot Chocolate Friday for Class Star, positive notes home, positive calls home, positive conversations with parents, praise from others (staff not in that child's class)
- Consistent approach when dealing with challenging behaviour – Behaviour blueprint

RESTORATIVE PRINCIPLES

Respect, Responsibility, Repair, Reintegration (use de-escalation techniques)

The School Values: 1) Respect 2) Empathy 3) Resilience 4) Reflection

Class teachers will be responsible for embedding the values in their class, with Phase Leaders ensuring consistency across each year group.

These will be used in conjunction with Recognition boards to promote positive behaviour choices.

Positive Reinforcement

Recognition boards – Each class has its own recognition board with its own individual focus which is most appropriate to the needs of their class. Can have a social behaviour focus or learning behaviour focus. This is a collaborative strategy which fosters positive interdependence in the classroom. The focus is on pride not prizes.

The aim is for everyone to have their name on the board by the end of the lesson/session/day. Children who are regularly on the Recognition board may receive a positive call home.

In: “Do you have one minute for a bit of positive feedback? / I’m just about to teach but do you have a moment for some good news?”

Message: The message should link to our school values – focus on resilience or respect.

Out: That’s it, I just wanted to pass that on before the end of the day thank you. / I better get back to my class, just wanted to pass that on. Have a good day.

Planet Points

Springfield Primary has four houses: Mercury, Venus, Saturn, Neptune (Behaviour beyond the stars).

Planet points are earned by pupils and then collected by Year 6 pupils, ready for assembly on a Friday afternoon. There is a termly award for the winning house. Sports Day also allows houses to score points for their team.

Celebration Assemblies

These are undertaken on a Friday in each phase, led by SLT. The following structure is true for these assemblies:

- Class Star (given to a pupil who has displayed excellent behaviour for learning for the week)
- Writing/Maths/Curriculum awards (one per class)
- Values award (given by a pupil in the class)
- Lunchtime awards (given by the lunchtime supervisor for each class)
- Attendance (highest class of the week, per key stage, rosette goes on the board in the hall)
- Planet Points (winning house displayed in the hall)

Class star from each class is invited to 'Reward Friday' in the staff room with a member of SLT for 15 minutes after lunch. Staff to name class star on a Friday morning.

Termly Award Assemblies

Award assemblies occur every week, where one pupil from each class will be chosen to receive the Reading, Writing, Maths and Curriculum awards for their class (PSED, KUW, Maths, Phonics for EYFS). These pupils will demonstrate excellent effort in the subjects in question.

Behaviour Champion

Each class (Year 1 to Year 6), per term, will nominate a behaviour champion. This will be a child who has consistently been recognised for modelling excellent behaviour throughout the term. A badge, an 'own clothes day' and an activity afternoon will be given for these children, facilitated by staff, as recognition for this.

WHAT WE DO WHEN A PUPIL DEMONSTRATES DIFFICULTIES IN THEIR BEHAVIOUR

Principles

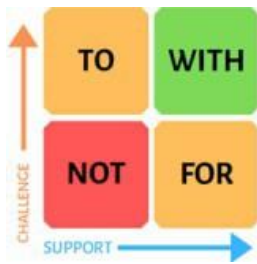
- Expectations for behaviour and consequences of actions are always made clear by all staff.
- All pupils must take responsibility for their actions.
- All pupils have the right to receive a behaviour education and support / advice regarding their actions.
- All pupils should be given the opportunity to reflect upon actions, rebuild relationships and consider next steps.

Most of the following are situational and dependent upon the incident. At Springfield, all teachers are responsible for the behaviour in their class, and they will be first to engage with or investigate negative behaviour. If needed, senior support will be offered.

Teaching, supervision and rigour are all important elements to ensure most behaviour issues are avoided. Each year group in school should be relentless with their routines – every staff member working in the year group should be briefed in this, including cover staff if possible. The routine should be consistent and age appropriate. Consistency is needed, not uniformity.

Building relationships is built upon trust and a real connection.

STEPS TO SUCCESS IN BEHAVIOUR MANAGEMENT



This relationship matrix (sometimes called the social discipline window), shows how working 'with' others restoratively is about providing a balance of HIGH SUPPORT and HIGH CHALLENGE.

Step 1 and 6 are explained here in more detail – Steps 2-5 are explained on the blueprint below

Step 1: In-class strategies (See Behaviour Blueprint)

It is the expectation that low level behaviour and minor disruption be dealt with by the class teacher. Every effort should be made to use restorative steps 1 and 2. Reminders can be used on multiple occasions – this is at the teacher’s discretion. This should be seen as a cycle not a linear process that escalates quickly.

Ensure pupils are given take up time to respond. Resist the urge to chase secondary behaviours.

Step 6 - A Restorative (repair) meeting is for when trust/respect has been broken and needs to be repaired. This follows a consequence and should be delivered when the pupil is calm. The Repair conversation is held by class teacher alongside a colleague. This marks the end of a cycle – the blueprint is not to be seen as a linear process. The problem is not sent up the hierarchy to be “fixed” by a more senior member of staff as this is counter-productive for both the pupil and class teacher. Once the restorative meeting has taken place, the cycle is complete and it should be seen as a fresh start for everyone. Support from PL/SLT is available but the teacher should lead the conversation. Depending on the age/individual needs of the pupil, less questions may be more appropriate- two of these have been highlighted in red on the blueprint.

Be a fair problem-solver – think about what the child needs, not what they “deserve.”

SPRINGFIELD BEHAVIOUR BLUEPRINT



SCHOOL VALUES

- Reflection
- Empathy
- Respect
- Resilience

RESTORITIVE STEPS		
1	Redirection	Gentle encouragement of a non-verbal gesture, positive praise of pupils nearby.
	Reminder	Reminder of the school value. Repeat if unreasonable. Take the initiative to keep things at this stage – resist the urge to rush pupils through the steps or skip steps.
2	Caution	Clear verbal caution, making the student aware of their behavior. Deliver privately near where they are sitting.
3	Last Chance	Speak to pupils privately away from others where possible. Refer to the school values they are not meeting. Refer to previous examples of good behaviour and make the pupil aware of the consequence they are choosing if they continue in this manner. Use Microscript
4	Consequence	Teachers have control over consequences – they must be appropriate and proportionate, and follow up from the last chance <ul style="list-style-type: none"> ○ Stay in at break (to finish work, tidy up, self-regulate) ○ Move seats/ sit with an adult (refocus/move away from distractions, near the front) Parking – Time out of the class: short time in another room (next door/breakout room) supervised by another member of staff.
5	Repair	Restorative meeting held after the consequence has happened; this is held by the member of staff involved (alongside colleague if needed) when child is calm. Refer back to school values and identify which was not met and link to positive behaviour. End restoratively, not punitively. Same day where possible, signifies fresh start.

Adult Pillars of Practice

- Consistent and calm approach
- First attention for best conduct
- Relentless routines

Use Microscript (30 seconds)

I've noticed you are ... (struggling to focus, not ready to start your work, disrupting others).

You need to ... (settle down, focus on the task, leave ____ alone).

If you choose to do this again, then you will be choosing to (move seat/have time out/finish your work at break)

Do you remember when... (you started your work straight away and got it finished).

This is what I need to see today/Lets try for that today

1. What happened?
2. What were you thinking about?
3. How did this make people feel?
4. Who else has been affected?
5. How have they been affected?
6. What needs to be done to put things right?
7. How can we do things differently in the future?

For serious breaches in behavior, refer immediately to SLT (see policy for details)

Depending on age and particular circumstances, different behaviours may warrant one or a combination of consequences, all of which are fair and proportionate.

Adults should use professional judgment when supporting a child to “fix it”, particularly with vulnerable children or children with SEND. Reasonable adjustments will be necessary in some cases – this should not be seen as being “unfair.” Consistency does not mean uniformity.

Consequences should be reasonable and proportionate. Immediacy is more effective than weight of sanction.

Behaviour	Possible consequences
<ul style="list-style-type: none"> • Not on task/avoiding work • Disrupting others- shouting out, tapping, walking around without permission • Not following instructions • Poor choices/actions in classroom/on playground 	<ul style="list-style-type: none"> • Thinking/calming time • Reminder how to behave • Support to make a better choice • Told how your choices are affecting others • Move seats • Catch up on missed work
<ul style="list-style-type: none"> • Repeatedly disrupting others • Inappropriate conversations or words • Poor choices- teasing, name calling • Hurt someone- accident • Lack of respect for people/property 	<ul style="list-style-type: none"> • Thinking/calming time • Individual working space • Reminder expectations of behaviour • Miss part of playtime/lunchtime • Tidy up any mess caused • Catch up on missed work • Do something kind for those who have been upset • Parents contacted
<ul style="list-style-type: none"> • Swearing • Being rude or shouting • Defiance- not accepting help • Not making safe choices- leaving classroom without permission, refusal to come in from playground • Constant disruption to people/learning time 	<ul style="list-style-type: none"> • Thinking/calming time in a different room • Walk and talk • Miss part of playtime/lunchtime • Move to another class for a short period (phase leader/UPS) • Support from Rainbow • Support from Phase Leader/SLT • Parents contacted
<ul style="list-style-type: none"> • Physically hurt someone on purpose • Immediate danger to themselves or others • Immediate danger of significant damage to property • Bullying • Racism • Homophobia • Sexual harassment <p>(some of these will depend upon the relevant outcome of the investigation into the incident)</p>	<ul style="list-style-type: none"> • Removal from class- Rainbow/ SLT • Internal suspension- move to another year group • Meeting with parents • Parents pick up early • Go home for lunch • Restraint- CPI (Crisis Prevention) techniques used
<p>Fixed term suspensions are a last resort – these occur at the discretion of the head teacher.</p>	

Things to do when pupils are not opening up about the incident:

“OK, imagine if there were... (people affected/a way of putting it right/things you could do differently). What would they be?”

1) 1-10 scales: On a scale of 1-10 how angry were you?

2) Offer a postponement and some support if the pupil is not ready to speak: “I can see you aren’t quite ready to talk. Do you need a minute or two, or, would you like to meet later / tomorrow and have _____ sit with you and help you with the answers?”

Certainty – buying yourself some time – pretence of certainty and control, even if you are not sure about the solution or resolution.

- I am going to come and speak to you later about what will happen next.
- I am going to walk away to give you/both of us a chance to calm down.
- I don’t think I have enough information to make a decision right now.

Resist the temptation to impose whole class punishments – this can build resentment.

Focus instead on a proportionate response for those pupils who have misbehaved – make this as immediate as possible. This is more effective than weight of consequence.

Stage 2: Behaviour Referral Form: Referral will result from a pupil persistently not adhering to School Values (see Step 6 on behaviour blueprint) or a serious single incident. It is the point at which a Phase or Senior Leader is involved in the process.

Procedure

- Teacher informs pupil that they are to receive a referral and why they have been referred.
- Teacher completes behaviour referral form and hands to headteacher/deputy headteacher.
- Teacher completes relevant area of the behaviour tracking spreadsheet, located in General, 07. Behaviour.
- Senior Leader speaks with pupil(s) and records their version of events on a behaviour referral form.
- If required, Senior Leader sends letter Appendix 1 to parents (given to pupil). Senior Leader sends letter Appendix 3 if behaviour incident is in an after-school club. Duty staff or Lunchtime staff should inform class teachers of incidents at the end of each break time.
- Parent has follow up meeting if required.

Procedure for a pupil referred regularly:

- Senior Leader sends Persistent Behaviour Letter (Appendix 2) letter to arrange a meeting with parents. If pupil continues being referred, then Stage 3 is accessed.

The policy should be adhered to, and referrals should only be used where appropriate. It should not be used for minor misdemeanours e.g. forgetting reading book or a disagreement at play time. These should be dealt with by the class teacher. Parents are notified of referrals by letter each time. When recording a referral on a behaviour referral form, the teacher should refer to the school values (Respect, Empathy, Resilience, Reflection).

After meetings due to Appendix 2 and 3 letters being sent, a range of strategies will be arranged as set out in Stage 3.

Serious incidents could include:

- Racism
- Violence
- Homophobia
- Threats to emotional and physical safety of others
- Sexual harassment/violence

Serious single incident reported to school involving above behaviours to be referred to Leadership Team immediately.

Stage 3: Targeted Behaviour Support

Stage 3 involves regular targeted behaviour support. It may also be used because of a serious breach of the rules, which requires immediate involvement of parents.

- Pupils may receive regular intervention in Rainbow Bay
- Pupil placed on Monitoring card by a member of the Leadership team
- Individual Behaviour Plan
- Regular meetings set up with parents
- Outside agencies are used for behaviour intervention: Inclusion Support (PPE team, SEMH, Educational Psychologist, Communication and Language team)

Stage 4: Early Help Assessment offered to parents.

Stage 4 is reached when Stage 3 has not achieved the desired result. Following consultation with parents, a written contract will be drawn up between the class teacher, parents and pupil to put an end to the unacceptable behaviour. A contract for behaviour improvement must be rigorous and rigid. The contract will state explicitly the school's expectations of the pupil, the rewards and the consequences for keeping and breaking it. These rewards and consequences must be reinforced at home as well as at school and thus, the contract requires daily oral/written communication with home.

All necessary data about pupils and their contracts with progress reports must be recorded so that it is sufficiently monitored.

Stage 5: Suspension from Class/School:

Repeated failure to adhere to the Behaviour Policy and/or certain specified serious misdemeanours may result in suspension either from class but within the school or fixed-term suspension from the school. Decisions to suspend pupils temporarily from class or school require consultation between the class teacher or member of staff most closely concerned and the senior leadership team.

If the pupil is to be suspended from class only, then s/he should be placed by agreement with a teacher of a younger stable year group or possibly under the direct supervision of a Senior Leader. The parents need to be informed of such an action as soon as possible by the Senior Leader.

If the behaviour warrants temporary suspension from school, a decision will be taken by the Headteacher or deputy and parents informed.

Stage 6: Permanent Exclusion from School:

Permanent exclusion will automatically occur for specified actions agreed between Governors and Headteacher. It may also occur if all previous *Stages* have been exhausted and following close consultation between the Headteacher and Governors. Parents are informed.

Support for Parents and Carers

Principles

- All parents and carers play a key role in the discipline of their child.
- Parents and carers have a responsibility to inform staff if they are aware of behaviour issues occurring within the school.
- All parents and carers can acknowledge difficulties and ask for help knowing that it will be offered uncritically.

Procedures

- Parents are informed whenever there is a cause for concern regarding the behaviour of their child, or if their child's welfare is affected by a behaviour issue.
- The school offers support through our Inclusion Team who can support attendance, SEND needs, behaviour and emotional well-being in pupils.
- The school may offer support through external providers such as health agencies and behaviour intervention.

Support for Staff

Principles

- All staff will take responsibility for behaviour management. A clear line of responsibility is in place: Support Staff > Teacher > Phase Leader > SLT (AHT/DHT) > Headteacher > Chair of Governors
- Unacceptable behaviour is acted upon in accordance with school discipline procedures.
- All staff are role models and should model good discipline through all aspects of their work – particularly in their response to poor pupil behaviour.
- All staff, including non-teachers, can acknowledge difficulties and ask for help knowing that it will be offered uncritically.

Procedures

- The staff concerned should deal with unacceptable behaviour immediately.
- Phase Leaders and Assistant Head, Deputy Head Teacher or Head Teacher must be involved in incidents that are more serious. This is at the stage where the incident is recorded and actioned

