



## BEHAVIOUR POLICY

### Our Golden Rules

Springdale's Golden Rules were devised by children and agreed by the whole school community. They are supported by class behaviour guidelines, created at the beginning of each school year. We recognise that children display positive behaviours when there are clear, consistent, high expectations, developed through an ethos of mutual respect for each other, role modelled by every adult and recognised with regular, purposeful praise.

- **We are kind and caring** (*We don't harm others*)
- **We are helpful and thoughtful** (*We don't hurt other people's feelings*)
- **We are responsible learners** (*We don't waste anybody's time*)
- **We are honest and can be trusted** (*We don't hide the truth*)
- **We look after resources and the environment** (*We don't waste or damage things*)
- **We listen** (*We don't interrupt*)

**At Springdale we respect everyone and everything**

### Our aims

**At Springdale we believe it is important:**

- that our school is a safe, happy place where all can learn
- that we value everyone as individuals and allow them to flourish
- to prepare our children to be global citizens who have tolerance and respect for others

### We promote our aims

- by valuing individuals and taking account of their needs, ensuring that all achieve success
- by having high expectations of behaviour and good manners
- by encouraging positive attitudes to learning and independence
- by weaving Personal, Social and Emotional Education through a motivating curriculum
- by celebrating positive behaviour through specific praise, stickers, Rainbow Awards, 'PRIDE Awards' and Golden Time
- by modelling good manners and setting a positive example
- by allowing children make a positive contribution to school life
- by encouraging children to take responsibility for their own behaviour and to respond appropriately to the behaviour of others

**A consistent calm response is vital throughout the whole school. All staff are responsible for promoting appropriate behaviour through our agreed strategies.**

Springdale children will be supported to develop their personal, emotional, social skills through weekly PHSE sessions. This is delivered through the Jigsaw programme, which allows children quality time to build positive, empathetic and respectful relationships. The weekly sessions allow children to explore feelings, concepts, scenarios and challenges in a safe and supported environment with their class teacher.

## **AGREED STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR**

### **Foundation Stage**

Rewards are built into the day's learning, so our youngest learners receive frequent feedback regarding appropriate behaviour. Therefore, they will regularly reach the 'rainbow', and will join the Headteacher rainbow award ladder in Year 1.

### **Key Stages 1 and 2 – Golden Time**

- Golden Time: children should be made aware of the choice of stimulating activities which they are working towards. In Year 1 there **may** be a short Golden Time each day (at the start of the year) while in Years 2, 3 and 4 it **may be** weekly for approximately 20 minutes. In Years 3 and 4, the time can be accumulated over a half term.
- Each class has a displayed behaviour chart e.g. rainbow, sun, cloud, rain.
- Each child's name begins every day on the sun – on the premise that every day is a fresh new start.
- A child's name may move to the rainbow if they show very effective learning skills or exemplary behaviour. A certificate is awarded when they have been on the rainbow five times. Children who are moved to the rainbow have first choice of Golden Time activities.
- Unacceptable behaviour
  - \* If a child breaks a Golden Rule they are reminded of expected behaviour with reference to that Golden Rule. At all times the language of choice and consequence is used.
  - \*If they persist with inappropriate behaviour their name is moved to the warning cloud.
  - \*Continued inappropriate behaviour will lead to their name moving to the black cloud with an accompanying loss of Golden Time (as agreed for each year group) or playtime.
  - \*The child's name is returned to the sunshine after the time agreed for the year group. The expectation is that the child's name is moved quickly back to the sunshine. For example, if a child's name is moved to the cloud in the morning, the expectation is that by lunchtime they would have moved back to the sunshine.
  - \*Communication between different adults working with the children is essential. Any issues at playtime or lunchtime must be fed back to the class teacher.
  - \*Children who persistently lose Golden Time will be referred to the Head; all children are expected to understand why they are missing Golden Time.

### **PRIDE Awards**

Each week, two children or small group from each class are selected by their class teacher for a Pride Award. These are awarded for achievement or effort in a specific aspect. They may also be awarded for behaviour that has had a positive impact on learning of the class as a whole. These positive behaviours support our PRIDE learning behaviours:

Perseverance & Persistence  
Reflective & Resourceful  
Inquisitiveness & Independence  
Drive & Determination  
Enthusiasm & Excellence

The awards are presented in a celebration assembly, which is usually held on Friday. They are published with 'pride' in our newsletters, and the certificates are displayed each week for everyone to celebrate. A list of which children have had PRIDE Awards should be kept to ensure that all children receive a similar amount of awards.

**Other awards**

Children's effort and achievement may also be acknowledged through stickers or certificates which are class specific.

**Headteacher Awards:**

In recognition of the children's continued and sustained efforts to demonstrate our positive behaviour expectations, the Headteacher will reward the children with additional celebration rewards, when they reach key thresholds of Rainbow awards:

50	Star badge
40	Headteacher prize
30	Gold certificate
20	Silver certificate
10	Bronze certificate
5	Headteacher sticker

**Feedback / Praise**

Springdale believes in creating a growth mindset culture, where children and adults recognise themselves as learners, and that not all learning is easy or quick. A growth mindset recognises that the brain is capable of growing and achieving more as long as we believe we can. We achieve this by teaching the children to use a variety of strategies that will enable them to cope with challenge, persist through adversity - in order to achieve and reach our goals.

Feedback, whether verbal or written, is one of the most powerful factors in helping children to achieve, to building self-esteem and therefore promoting good behaviour. Every opportunity will be taken to give "labelled praise." Praise should reinforce the effort a child has made or the strategies they have used in order to build a growth mindset e.g. "You counted very carefully to find the answer," rather than referring to intelligence or ability i.e. "You're really clever." Written feedback should be specific and should refer to the learning objective (see Teaching & Learning Policy).

It is essential that all adults are positive and encouraging; a child should never be belittled or made to feel that they have failed by finding something difficult to learn. If behaviour is inappropriate, comments should refer to the behaviour not to the child and should also refer to a belief that the child will make better choices in the future.

### **CHILDREN WHO FIND IT CHALLENGING TO FOLLOW OUR BEHAVIOUR POLICY**

Sometimes, a child may have an aspect of behaviour that still needs support to develop and mature. The reward and sanction system may not be meeting their needs. Where this occurs the teacher will invite the parents or carers in to discuss how things are beyond school, the systems that may be helping the child at home, and to agree a bespoke system that will enable the child to develop emotionally. This may be in the form of a reward chart, a communication book that builds up to a home reward.

Occasionally, a child may not have responded to a bespoke reward system and still continues to impact the class and their learning. They are challenging the behavioural systems and expectations, despite positive encouragement, praising the successes and frequent reminders. If children are not able to respond to this, then the school will provide the child with a smaller targeted area of focus which is personal to the individual child.

If your child is at risk of being placed on report card, your teacher will invite you in to discuss the barriers to positive behaviour they are experiencing. These personal interventions are not a long strategy, as they realise their responsibility in improving their behaviour and making better choices.

### **SERIOUS INCIDENTS**

We aim to resolve problems through positive modelling, reinforcement of appropriate behaviour and a culture of praise and recognition of achievement.

Behaviour of a serious nature means the child should be sent straight to the Head or an Assistant Head who will investigate and log the incident (Behavioural Concerns folder).

Parents will be involved if there are three incidents where the child is not responding to positive behaviour rules and an individual positive plan will be put in place (as described above). A pupil will be referred to the Head or an Assistant Head immediately for serious breaches of behaviour.

Children with exceptional emotional and behavioural needs may require an individual behaviour plan. Teachers, SENCO and external agencies will liaise to draw up an appropriate plan and ensure that all staff are fully aware of agreed strategies to manage the child's behaviour. Parents or carers will be involved to ensure a consistent approach between home and school.

### **EXCLUSION**

Exclusion will be used as a sanction where there has been a serious breach of our school Behaviour Policy. Our Policy reflects the Department of Education Guidance for Exclusions (September 2017) and an exclusion will be determined by the Headteacher:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Each case will be carefully considered by the Headteacher. The Headteacher will take in to account the child's additional needs and underlying issues or contributing factors that may be occurring. The Headteacher will contact the parents directly and inform the Chair of Governors.

Parents will receive a formal written explanation detailing the period assigned for a fixed term exclusion, the reasons for the exclusion and an invitation for both the parents and child to meet with the Headteacher and class teacher for a reintegration meeting, when the pupil returns to school.

### **SPECIAL EDUCATIONAL NEEDS**

It is important to be aware of the special need, age or context of the child and to use an appropriate strategy to promote caring and sensible behaviour.

Equality of Opportunity does not mean treating all children in the same way, positive action may be needed, and this should not be construed as unfair.

### **BEHAVIOUR AT LUNCHTIMES AND PLAYTIMES (BREAKTIMES)**

Staff on duty must be alert to the behaviour of children in all areas of the playground. Any difficulties with supervision should be reported to the Headteacher, Assistant Heads or Pastoral Support.

It is expected that adults will engage with children and encourage positive play including safe, sensible use of play equipment.

Lunchtime Supervisory Assistants may award stickers to children who behave well at lunchtime.

#### **Sanctions at Playtime:**

If a child misbehaves a reminder should be given; if this does not resolve the problem the child should walk around with an adult for at least 5 minutes. Continuing problems at break times may result in them not being allowed on the playground for a specific period.

Children who persist in dangerous behaviour, who are violent or who are believed to be bullying will be sent straight to the Team Teach Team. Sanctions will be imposed, the incident will be logged and monitoring put in place to avoid repetition. Parents will be informed of this.

**It is essential to make the class teacher aware of break time behaviour problems.**

### **MENTAL HEALTH AND WELL-BEING IN SCHOOLS.**

Children's behaviour may also have a link to their mental health and well-being.

Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children's health or development, and taking action to enable all children to have

*Behaviour Policy*

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the best outcomes. Full details are set out in Keeping Children Safe in Education (KCSIE) statutory guidance.

Early intervention to identify issues and provide effective support is crucial. The school role in supporting and promoting mental health and wellbeing can be summarised as:

- **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- **Identification:** recognising emerging issues as early and accurately as possible;
- **Early support:** helping pupils to access evidence based early support and interventions; and
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support.

**Further guidance on how we are supporting our children with mental well-being can be found in our Relationships Education and Health Education Policy.**

## COVID 19

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.

### Behaviour Expectations:

- amended expectations about breaks or play times, including where children may or may not play
- clear rules about coughing or spitting at or towards any other person – **this could lead to exclusion at the discretion of the Head Teacher**
- clear rules for pupils at home about conduct in relation to remote education

### School Routines and Procedures:

- following any altered routines for arrival or departure
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing, one person only in the toilets)
- rules about sharing any equipment or other items including drinking bottles
- use of toilets

### Hygiene and Health Expectations:

- following school instructions on hygiene, such as hand washing and sanitising

- high expectations about sneezing, coughing, tissues and disposal (reinforce ‘**catch it, bin it, kill it**’) and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus

A Home / School agreement has been sent to all families and has also been shared in class. This also outlines behaviour and learning expectations.

## **BULLYING OR PREJUDICE INCIDENTS**

Children with SEND are especially vulnerable to bullying and staff must be alert to them at all times.

Any incidents of actual or potential bullying should be reported to Headteacher, Assistant Head, Pastoral Support or the Anti Bullying Champion. Similarly, any incidents that may be based on prejudice (e.g. racial, homophobic) must be reported to the Headteacher or Assistant Head, so they can be investigated and reported to Hamwic Education Trust.

A prejudice incident is one where a person witnessing it or the victim perceives that there could be a motive based on prejudice.

## **REASONABLE FORCE & PHYSICAL RESTRAINT**

Springdale staff must follow Hamwic Education Trust guidelines and the Department for Education guidance on The Use of Reasonable Force in Schools (July 2013). The senior leadership team are TEAM Teach Trained, which promotes risk reduction strategies via a holistic approach, to avoid using reasonable force. Defuse and distract is a key strategy in keeping staff and children safe. Children at risk of demonstrating more challenging behaviour will have a behaviour risk reduction plan, which is created by the Inclusion Leader in conjunction with the Headteacher and class teacher. Parents will be informed of the plan, and any adult working with the child will be familiar with the plan in order to fully understand the triggers, the signs of pre-escalation and actions we take to avoid an escalation in behaviour with the child.

DfE guidance states “Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury & ‘Reasonable in the circumstances’ means using no more force than is needed.

A member of staff may need to use reasonable force in order to protect the child or other children from harm or to protect themselves

Only TEAM restraint trained staff should attempt to restrain a child and only as a last resort unless the child is acting in a way that means they are putting themselves or others in imminent danger.

Restraint may only be used where:

- A child is at risk of causing significant harm to themselves

- A child is likely to cause significant harm to others
- A child is likely to cause significant damage to property

ALL cases of Physical Restraint must be reported to the Head, the parents must be informed and the incident documented. A copy of each report is also sent electronically to the Hamwic Education Trust.

*This policy must be read in conjunction with the Anti-Bullying Policy, Equality of Opportunity Policy, Physical restraint guidance, Teaching and Learning Policy, the Borough/school's inclusion guidelines, TEAM Restraint programme, Exclusion Policy. PHSRE policy, Home / School agreement/COVID 19 Risk assessment*

Agreed by Staff: November 2021

Governors: November 2021

Safeguarding Governor: November 2021