



PLAYLEARNACHIEVETOGETHER

Policy: Behaviour

Approved by the governing body on.....

Play together, learn together, achieve together.

BEHAVIOUR POLICY



A. Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

B. Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

C. Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our Disability Equality Scheme we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

D. Ethos and Rationale with Regard to Behaviour

Behaviour and attitudes to learning at our school are good. The children work hard and make us proud every day. It is important however that we continue to maintain the current high standards and that we have clear guidelines in place for any occasions where these high standards are not adhered to. This policy has been developed through consultation to ensure that we have outstanding behaviour and attitudes to learning.

A child's education is a partnership between school and family. Our Home/School Agreement (see Appendix A) ensures that we work together to make Springvale a safe and nurturing environment where all children can play together, learn together and achieve together. When a child's education is effective and successful it is because the school and family have supported each other and worked towards a common goal. As we now have parental choice and opportunities for pupils to move freely between schools we believe that children should not choose to come to Springvale for geographical reasons alone. We want our families to be proud of our school and we insist that the parents that choose us must do so because they trust that we will work with them to produce children who can play, learn and achieve together appropriately and successfully. This policy has been agreed by all stakeholders through consultation to ensure that we have a significant degree of consistent and effective behaviour management in our school.

We strive to promote a happy, thriving school community which is calm, purposeful and caring, based on mutual respect. We want children to leave our school as well-rounded citizens with a respect for themselves, their peers, their family, property and members of the public who share their community. We aim to show children that we can improve our lives through sharing strengths, helping others, caring about each other and having fun. Our overall ethos of 'play together, learn together, achieve together' will support pupils to improve their behaviour and consider the feelings and safety of others.

Promoting outstanding 'behaviours for learning' is the key to successful progress and attainment. Teaching time should and must not be lost to inappropriate behaviour no matter how insignificant. If children are engaged in their learning and want to improve, then behaviour will always be outstanding. We encourage children to learn collaboratively wherever possible to ensure that children are confident enough to communicate and solve problems with a wide range of staff and class mates.

E. 'Steps to Success' (on display around school and in classrooms)

Children must live out our 'Steps to Success' at all times in and out of school:

- 1. Aim high and aspire to be the best**
- 2. Always show respect to people, the environment and property**
- 3. Think creatively and try new things**
- 4. Be resilient and determined- take on new challenges**
- 5. Be honest, be kind, care for others and always show good manners**
- 6. Believe in yourself and enjoy your learning**
- 7. Try hard when working independently and work well as part of a team**

F. Rewarding Consistently Good Behaviour

We encourage children to strive to 'be the best that they can be' to earn house points (team rewards) and merit points (individual rewards). The current behaviour system was introduced in 2017 and was developed through consultation with parents, pupils and staff/Governors over the following months. It now forms part of the presentation and induction process for all new starters. Children are rewarded for excellence and consistency in their high standards in many facets of school life including attendance, appearance, attitude and empathy for others. We also believe that children respond best to positive reinforcement and modelled good behaviour. We will always use good examples and talk about what a child should do rather than focus on any negatives of what did or might have happened.

Children who follow our Steps to Success may receive:

- Praise/stamps/stickers
- Star of the Week Awards (celebrated in assembly), Star of the Day, Afternoon Tea and/or Captain's Table (a lunchtime reward scheme).
- Exposure to parents and the wider community through our Twitter feed (@SpringvalePS)
- Merit points or incentive trophies/badges/certificates
- Special visits or events
- Invites to after school clubs or opportunities to represent their school
- A 'GOOD to be GREEN' text message home and entry to a weekly prize draw

At lunchtimes we ask that our catering and SMSA team promote good manners by praising the use of 'please' and 'thank you'. Children who impress our SMSA team with their lunchtime behaviour and/or table manners will be invited to a weekly reward by dining at a special 'Captain's Table' where they receive a special dining experience with a member of the Senior Leadership Team. Children will receive an invite on a Thursday to dine the following day so that parents are aware of the reward.

G. Unacceptable/Inappropriate Behaviour

THERE IS NO PLACE FOR RACISM, VIOLENCE, BULLYING OF ANY KIND e.g. PHYSICAL, VERBAL, CYBER BULLYING, VANDALISM, RUDENESS OR BAD LANGUAGE WITHIN OUR SCHOOL AND THESE WILL ALWAYS BE DISCOURAGED, ADDRESSED AND ERADICATED.

Racism will never be tolerated. The school has an Anti-Racism Policy and a racism log and senior leaders must report any incident that is racially motivated. These incidents are communicated to parents and followed-up immediately.

Bullying is perceived to be taking place when a child is repeatedly targeted in a manner that makes them uncomfortable, unhappy or feel unsafe. We are careful not to use the word bullying for isolated incidents of unacceptable behaviour spread over longer periods of time. If you suspect that your child is being bullied, and have significant reason to believe that this is the case, then you should contact your child's class teacher for an appointment at the earliest opportunity. Incidents that occur outside of school time or beyond the school gates, including some online behaviours, cannot be addressed by the school as they fall outside our jurisdiction. However, where we become aware of such incidents, they may be shared to increase our understanding of friendship issues within a class, for example. Such incidents may also be shared with families or other services to ensure that the school promotes safety and wellbeing for everyone at all times.

Physical behaviours like hitting, kicking or biting are not accepted in school. Children can be incredibly boisterous and many see 'fighting' as an activity of play. This cannot be accepted and we urge parents to ensure that all pupils follow our simple guide statement, 'keep your hands and feet to yourself.' Pushing, shoving, hitting, kicking and biting will all be punished instantly. Where there is an incident when a child has been physically harmed, and we are aware of this, we will make every effort to contact a parent of each child involved as soon as possible.

Accidents can happen. On occasions children can get mixed up about what has happened during the day. Parents sometimes become frustrated about an incident that seems to have happened in school and can become upset. Please contact school if you feel that your child has been hurt or involved in an incident so that we can get to the bottom of it together. From experience, 90% of all incidents where parents are upset are usually due to a breakdown in communication between school, the child and home rather than the seriousness of an incident.

Cyber-bullying is becoming an increasing issue in society. Our older children occasionally fall out about the content of Facebook pages and text messages, for example. The school supports the legal view that Primary aged children should not access these communication tools until they are responsible young adults but, where parents insist, we are keen to educate our pupils about the dangers of Cyber-bullying so that they can be safe and happy. Please record any details if you or your child is being bullied through modern technologies or social media. On some occasions we cannot act (as the content is likely to be from out of school hours) but we can advise you about what to do next. On some occasions the school may contact the police about Cyber-bullying. Please refer to our E-safety Policy for full details about Cyber-bullying.

At Springvale we always take pride in the manners and respect that our children display. We will continue to take pride in table manners, politeness and general attitudes to every single visitor, staff member, child, parent or adult. Simple reinforcement and praise are the way to promote effective attitudes. We encourage children to welcome everyone each morning, to hold doors open for each other and staff and to always show manners when collecting resources or their school meal from the catering team.

Foul and inappropriate language is not welcome in our school. We have pupils as young as three years old on site and we need to respect the sanctity of youth and keep such language out of our school. When such an incident is reported we will always explore it by speaking to the child and any witnesses.

H. Consequences for unacceptable behaviour

The 'Good to be Green' code has been devised to ensure that children in all classes have clear and age appropriate guidelines for their behaviour. The code includes consequences for those who fall below acceptable standards. On average, over 250 children attend our school every day. It is quite natural that some children will fall out with each other and there are occasions when injuries or incidents occur by accident. Unfortunately we do have a small number of isolated incidents where children's unacceptable behaviour leads to injury/upset for other pupils. Our role is to communicate such (very rare) incidents in a timely fashion and ensure that any inappropriate behaviour is addressed through clear consequences and support for children. Our Steps to Success and expectations are quite simple and repeated/referred to on a daily basis- we expect the steps to be lived out each day by every child.

GOOD TO BE GREEN CODE

Children who follow the steps all week will remain GOOD to be GREEN! This means that they will be rewarded and they will receive the wide range of privileges on offer in the school such as merit points, certificates, privileges and prizes. At Springvale we work hard as a team of staff to create as many broad and exciting opportunities as possible for the children. In order for children to access those opportunities, many of which are outside of our regular curriculum expectations and are only available due to the good will and enthusiasm of staff, children must work hard and follow the school's high expectations at all times.

If a child presents:

*Disruptive behaviour

*Lack of effort

*Low level behaviour

*Name calling or not sharing at playtimes

*Disrespect to each other or staff

then they will have their name placed on AMBER. This means that they have received an instant warning that their behaviour is not acceptable and we expect that it will improve rapidly. Children can be moved back to green as soon as they rectify their behaviour and show that they are now following the steps to success! Parents should note that if your child is on amber we will not routinely contact parents but we will log amber warnings. Where children are regularly being placed on an amber warning we will contact a parent to discuss our concerns and potential consequences may be enforced.

If a child...

- *Fails to improve after an amber warning
- *Commits a further indiscretion after amber (of any kind)
- *Displays any proven physical behaviour- hitting, kicking, biting, etc.
- *Uses proven inappropriate language

...then they will have their name placed on RED. This means that they will receive notification of the strike they are on too so that a consequence is made clear at the point of the incident.

Strike one means missing 30 minutes of lunchtime and, often, writing a letter of apology to the appropriate person/people.

Strike two means that the child will miss a privilege to be decided by the teacher/school leader. This could be a club, a disco, a dress down day, a party, a reward visit (not a curriculum visit), a competitive sporting fixture, etc.

Strike three means that all privileges listed above will be removed for the next half-term. A clean slate will then be applied and the strike system will start again.

When a red warning is applied, the SLT will be informed on the same day and a log will be kept by the Headteacher. Behaviour summaries will be shared with parents (when necessary or requested) and with the Governing Body and staff team once per term.

This policy will apply to all children from F2 to Y6. Nursery children will have their own instant rewards and consequences in place but we will send out GOOD to be GREEN texts where there have not been significant behaviour incidents so that parents get used to our positive praise system. See our Nursery Transition Pack for parents.

We will make reasonable adjustments for our youngest pupils so that the punishment will normally take place on the same day where possible, ensuring that the instant nature of the punishment has greater meaning.

We have high aspirations for all of our pupils. Where children have a diagnosis of a special educational or medical need that may contribute to their behaviour, we still believe that pupils need to learn right from wrong and on all occasions an appropriate consequence will need to be allocated. We will work with medical professionals and parents to ascertain suitable punishments to meet the needs of the children and families. Physical behaviour will always be taken seriously, communicated with parents on the day of the incident (or as soon as we become aware of it) and a significant consequence applied accordingly. Children with significant social and emotional needs may have adapted systems (still based on rewards and consequence) that are more instant and based on shorter periods of learning time. We will consult with parents where we feel that this is necessary and that an adapted system will benefit the child moving forward. Please note that any such adaptation will still be centred around the school's high expectations for learners.

I. Communication with families

If a child has been on GREEN all week, or they have had an amber light but they have worked their way back on to green by the end of the lesson, we will text parents to celebrate their achievement. We encourage families to share the text with their child and to link this in to rewards at home where possible to demonstrate our ethos of 'achieving together' in action. Children who have been green all week will also then be up for a Star of the Week award or they could be invited to an afternoon tea event with leadership staff to discuss their excellent week.

If a child has been on AMBER at the end of a session, or perhaps more than once in recent times, then we will may either speak briefly with the parent or send home a short email communication before the end of the week. The message will be quite brief as the purpose is to simply make you aware of the indiscretion

so that you can support us at home with a further discussion about expectations. Where children are regularly on amber (more than once over a short period, for example) we will begin to take away privileges like playtimes, clubs, discos, etc. as consequences.

If a child has been on RED then we will either contact the parent immediately, verbally on collection of your child or we may send home an email. The email will also confirm the stage of the consequence that the child has reached and which day(s) the child will miss breaks on or which privilege(s) will be missed as a consequence. If a club is to be missed then we will give at least one week's grace for childcare reasons. It is the responsibility of the parent to make alternative arrangements for collection on the evening affected.

As part of our PHSE/well-being curriculum, we can now offer pupils who have displayed inappropriate behaviours the opportunity to take part in a range of social and emotional activities or games to support their understanding of what school expectations and appropriate games/friendships look like. Please contact us if you are concerned about the nature of this support so that we can discuss the content of the sessions and agree a plan that will have a positive impact on the child's future attitude/behaviour. We also have access to a School Councillor once per month who may be able to help parents or their children to develop safe and appropriate behaviours.

Where pupils display consistently physical misbehaviours at lunchtimes, causing a risk to the safety of staff/pupils or are defiant towards our dinner staff, families will be invited in to discuss our concerns. If the matter does not improve then a child can be sent home at lunchtimes for one day in the first instance and then one full week (starting the following Monday) if concerns persist. As well as this, and potentially losing other privileges, the school has a clear Exclusion Policy.

J. Links between school and home

We are very fortunate at Springvale that our parents support the aims and values of our school. While it is natural for parents to become frustrated with issues in school from time to time, we believe that school staff should be trusted to deal with issues fairly and consistently. School leaders make themselves available to discuss any issues and offer support at the earliest opportunity. Schools should be safe and welcoming environments for children and, for this reason, we will act to safeguard our community from the following:

- Casual swearing
- Threatening behaviour
- Raised voices
- Aggression or violence
- Unpleasant personal comments
- Unpleasant or defamatory comments about individuals on social media platforms

Please be aware that children will often keep information to themselves at school (or get confused about the finer details of what happened and who was involved) but may share details of an incident when they get home. Staff may be unaware of the incident that has upset a pupil and the best way to deal with this is contact school to share your concerns. Please encourage your child to be open with staff and bring incidents to us immediately so that we can help/offer support. Teaching time must be protected to ensure that all children are learning and making good progress but staff will pass on concerns to senior leaders if necessary. If children do not share their concerns at school but they do explain their worries at home then please contact us as soon as possible so that we can address them.

We would ask that families remember that our school is for children and that we must ensure that we all contribute to a safe and secure environment. In any case where we feel that our children, staff or parents are at risk, the school will write to parents about our expectations in and around school and where this message is not heeded we will follow the procedures set in place by the Local Authority to ban parents from the premises indefinitely.

K. COVID adaptations

Due to the COVID 19 pandemic we have had to introduce additional safety measures to the children in school. Most of these adaptations are now well established and children follow them well but where children do not follow the safety rules in place, the school's Behaviour Policy will be applied in all cases where verbal reminders have not been followed. Touching/playing with other people's belongings, food or water will not be allowed. Staying within safe boundaries at break times or in outdoor learning sessions will also be key. Children must stay within assigned bubbles and designated safe spaces. They must also follow the daily routines around hygiene like leaving common areas clean and tidy and regularly washing hands- especially after arriving at school, after using the toilet or before eating food.

L. Use of CCTV

As a PFI building our school has CCTV in operation in key areas in school to increase security of the building. To increase the efficiency of dealing with behaviour or safety issues images from the CCTV footage may be used to support the leadership team. We will, on occasion, use the footage to help us to address inconsistencies in issues reported by a child, parent or staff member. Footage may be shared with parents to highlight our concerns. When the footage involves other pupils we will always contact the relevant families for permission to share the footage. If this permission is not given we will report verbally on what staff can see.

Please note that expectations on all staff are made clear, linked to safeguarding and child protection, through our 'Professional Code of Conduct Policy'.

Children must live out our Steps to Success at all times in and out of school:

1. Aim high and aspire to be the best
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7. Try hard when working independently and work well as part of a team

We will contact parents with a note home if the following issues are raised. We contact parents to make them aware of the issue and to ensure that they support the school to help us to raise standards for all learners.

Standards

- Concerning attendance
- Lateness between 8.45-9.15am which disrupts the learning of a whole class
- Lateness after 10.00am (classed as absence) which disrupts the whole class and affects dinner orders for the oldest pupils
- Incorrect uniform- please see our 'Uniform List' online
- Repeatedly forgetting homework or reading records, not being independent and ready to learn
- No PE kit on a specified PE day
- Jewellery being worn

Behaviour

- Inappropriate behaviour or disrespectful attitude
- Dangerous behaviour
- Defiance/disrespect
- Not following the Steps to Success despite a verbal warning
- Lack of effort to complete work
- Damaging/not respecting property
- Suspected or proven dishonesty

It's GOOD to be GREEN- stay on green and earn merit points for yourself and a chance to be Star of the Week!

Children will start each day on a green traffic light. They will be moved to an amber light instantly and verbally reprimanded if any Step to Success is not followed or any of the indiscretions listed above are witnessed. If this behaviour continues or a child continues to be disruptive then they will move onto a red light and miss privileges which may include break-times, lunch time, games, clubs or special events (discos, sporting fixtures, dress down days, etc) depending on the severity and frequency of the behaviour. A significant behavioural incident will mean that a child moves straight to a red light where a serious consequence will be applied as soon as possible.

I have read and understand the Behaviour Policy at Springvale (created and reviewed in consultation with the whole school community) and will support the core values of it. I understand that families and school must work together to raise standards and I agree to the implementation of the policy by staff to raise standards and support all learners.

Child's Name _____ Class _____ Date _____

Signed _____ Print name _____