



# Springvale Primary School

**Policy Title: Behaviour**  
**Date of Review: Autumn 2022**  
**Review by: Autumn 2023**

**Signed by:**  
**Chair of Governors**

All policies available at [www.springvaleprimary.org](http://www.springvaleprimary.org)

## Behaviour Policy Autumn 2022



### **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 or outstanding. 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 move towards consistently positive, 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.

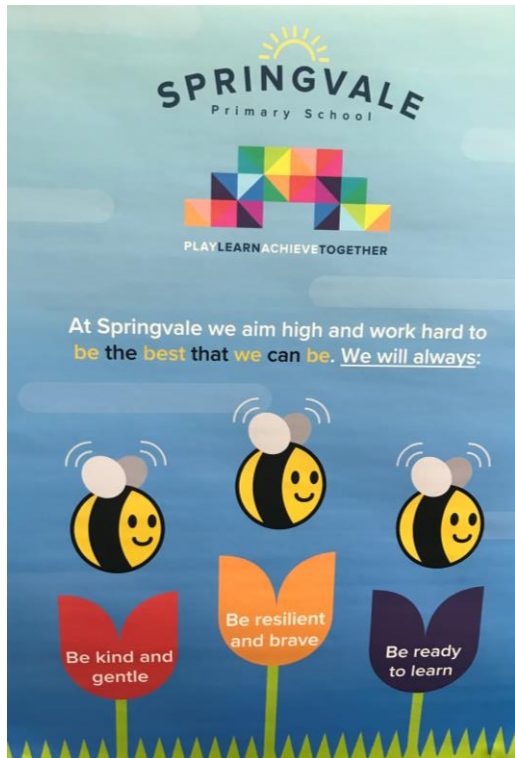
We strive to promote a happy, thriving school community which is calm, purposeful and caring, based on mutual respect. We want children to leave our school as well-rounded citizens with a respect for themselves, their peers, their family, property and members of the public who share their community. 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, indeed, their peers. We want the children to set the standards and push them even further!

#### **E. 'Steps to Success' (on display in the school hall for weekly assembly themes and discussions about behaviour expectations)**

**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**



### **School Rules:**

**At Springvale we aim high and work hard to be the best that we can be. We always:**

- **Be kind and gentle**
- **Be resilient and brave**
- **Be ready to learn**

### **F. Rewarding Consistently Good Behaviour**

We encourage children to strive to 'be the best that they can be' to earn merit points and other classroom rewards, stickers or certificates (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 rules and steps to success may receive:

- Praise/stamps/stickers
- Certificates
- Rewards
- Celebration 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

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 regular reward event. The SMSA team hand out stickers when they spot good manners, eating and social behaviours.

## **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. BEHAVIOUR THAT IS LINKED TO SEXUAL HARASSMENT OR VIOLENCE OF ANY CHILD, STAFF MEMBER OR VISITOR WILL NOT BE TOLERATED AND WILL BE REPORTED TO SAFEGUARDING LEADS IMMEDIATELY AND LOGGED/REPORTED.**

Racism will never be tolerated. The school has an Anti-Racism Policy and a racism log. Senior leaders must report any incident that is (potentially or clearly) 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. The school shares and promotes an annual Online Safety family agreement.

Physical behaviours like hitting, kicking or biting are not accepted in school. Children can be incredibly boisterous at times 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 reprimanded 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 and you haven't been contacted by school staff or leaders 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 children (generally those in 5 or Y6) occasionally fall out about the content of 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/capture 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 and off school grounds) but we can advise you about what to do next. On some occasions the school may contact the police or social services about Cyber-bullying. Please refer to our Online Safety Policy for full details about Cyber-bullying.

Child-on-child abuse should always be reported whether it happens inside or outside of our school. All concerns are logged by senior staff and followed up robustly through both this behaviour policy, where appropriate, and support or further education about keeping ourselves and others safe.

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 are 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 vocabulary out of our school. When such an incident is reported we will always explore it by speaking to the child and any witnesses. Parents and carers visiting the school should also ensure that their language is also appropriate for a primary school setting.

## **H. Consequences for unacceptable behaviour**

The 'Good to be Green' code has been devised to ensure that children in classes have clear and age appropriate guidelines for their behaviour. The code includes consequences for those who fall below acceptable standards and those who negatively impact the learning of others. On average, over 230 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 follow-up support for children. Our school rules and steps to success are clear and 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. A short time out might be introduced if this is deemed appropriate to allow a child to calm down or regulate whilst allowing the rest of the class to continue to learn well in a safe and appropriate learning environment.

If a child...

\*Fails to improve after an amber warning

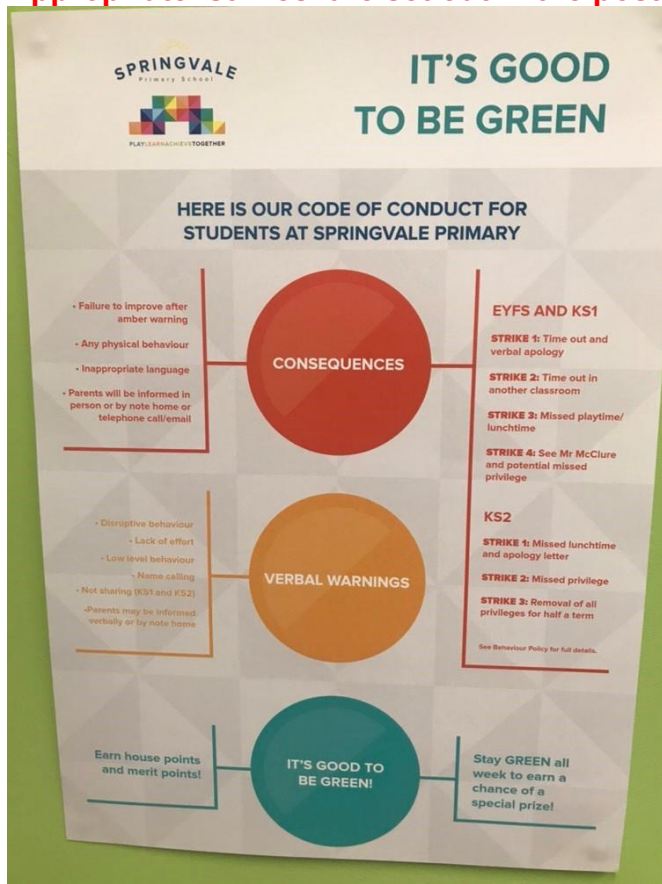
\*Commits a further indiscretion after amber (of any kind)

\*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. As with amber lights the child might be asked to leave the class for a short time. All red lights are logged and tracked by senior leaders using secure information systems so that we can analyse patterns and build a picture of support and guidance that are required.

Appropriate 'strikes' are set out in the poster below for different age brackets.



When a red warning is applied, the SLT will be informed on the same day.

This policy will apply to all children in F2 to Y6 with the exception of the current Y2. 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 and those with significant levels of additional need due to social, emotional and/or mental health needs (including childhood trauma) so that the consequence will normally take place on the same day where possible, ensuring that the instant nature of the consequence has greater meaning and relevance.

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 an appropriate 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 share their success with leadership staff to discuss their excellent week/achievements.

If a child has been on AMBER at the end of a session, or perhaps more than once in recent times, then staff may deem it appropriate to either speak briefly with the parent /carer 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 small time blocks from 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 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 lead Wellbeing TA (weekly) and 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/Suspension Policy which would be discussed with families if pupils are regularly risking the safety and wellbeing of themselves, their peers or staff.

## **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 for everyone. 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. 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 ‘Staff Code of Conduct Policy’.**

Children must follow our School Rules at all times in and out of school:

1. Be kind and gentle
2. Be resilient and brave
3. Be ready to learn

We also have our 7 'Steps to Success' displayed in the school hall to support our ethos assemblies!

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 8.50-9.30am which disrupts the learning of a whole class
- Lateness after 9.30am (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 school rule is not followed or any of the indiscretions listed above are observed. 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 annually) 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 support all learners.

Child's Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ Print name \_\_\_\_\_

**Springvale Primary School**  
**Marvellous Me!**

Our Y2 pupils, and some individual pupils in school who are selected by school leaders, will be using a slightly different behaviour/reward system this year as a trial!

MARVELLOUS ME allows staff to reward hard work, good choices and excellent behaviour much more instantly. It also allows us to provide holistic feedback and sharper thinking time when pupils have struggled to make the right choices.

**How does it work?**

**Pupils follow the same school rules as everyone else:**

- **Be ready to learn**
- **Be kind and gentle**
- **Be resilient and brave**

Instead of weekly rewards and missing break times the next day, they will receive the following:

- Reward time is provided each day in 3 blocks of 5 minutes at the end of the day. During this time pupils can complete tasks and/or engage in activities of their choice. Staff will provide a consistent range of fun activities to choose from and leaders will provide additional, special opportunities every so often- perhaps a sports session, an ice lolly on a hot day or a visit to the local park. Pupils will still be selected at time to time for Star of the Week certificates and prizes and they are still eligible for merits, SMSA rewards and leadership stickers, etc.
- Pupils who do not follow the school rules consistently (and therefore disrupt teaching and learning for everyone else in the classroom), do not complete their work to the best of their ability, risk the learning potential of others or their safety, for example, will lose their reward time in blocks of 5 minutes per day. Pupils who do miss part of their reward time will be asked to complete any work that has been missed, to work separately from the class on another task (in a safe/supervised space) or, most commonly, to talk through their behaviour choices with a school leader to encourage restorative thinking.

To enhance this approach we will be conducting lots of extra wellbeing sessions working on kindness, friendship and listening skills in school. We will also develop a mood board where pupils can tell us how they feel using emojis so that staff and peers can support them to develop empathy and a stronger sense of the importance of being an effective team amongst the pupils.

Pupils on this behaviour system will not receive the weekly text message home regardless of their behaviour. They may receive little cards home to tell you that your child has followed the rules well if they are trying particularly hard or if they have made good progress in one area or another. The card will give you some guidance on what is working well but it will not have lots of detail- this is because we want to develop the independence of the pupils and their conversation skills. We will tell the child why they deserve the card and expect that they can relay that home (unless this is inappropriate in-line with the child's level of speech, for instance, in which case staff will provide further detail!)

The class/individual children involved in this trial are being targeted to improve their ability to listen well for longer periods of time and, therefore, their ability to learn more and remember more. Listening and concentration are the key to learning and we need pupils to ensure that this vital life skill is embedded as early as possible. Where pupils have a recognised SEND or medical need our expectations will be reasonably adjusted through consultation with staff, the child's family and external, specialist advisors. Please practice listening and talking in full sentences at home and avoid allowing children to use excessive amounts of time on computers, TV or tablets. Such activities are most successfully substituted by time to talk, playing board games (remember we have our games library which is completely free to use), playing and exploring the outdoors or reading together.