



Springfield
Infant School

Behaviour Policy

2023/24



‘Space to grow and wings to fly.’

Springfield School Behaviour and Anti-Bullying Policy

*"If children can't learn
the way we teach,
we will teach the
way they learn."*

Dr O Ivor Lovass

*"Children do better
when
they **feel better.**"*

This Policy has been written using the following DfE guidance documents:

- Equality Act 2010
- Behaviour and Discipline in Schools
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Use of Reasonable Force in School



Springfield is a Rights Respecting School.



Principles

The school's Behaviour Policy reflects a commitment to improving outcomes for all children and eliminating all forms of discrimination, harassment, victimisation, and bullying, as well as promoting equality of opportunity, the welfare of pupils and staff and good relations across the whole school.

Ethos

Every person should expect:

- To be valued as an individual
- To give and receive respect.
- To care and be cared for
- To develop a positive attitude
- To benefit from working and learning experiences of a high quality
- To be given equal opportunities

Aims

- To recognise that all behaviour is a form of communication.
- To promote inclusion and outstanding behaviour
- To set guidelines which promote outstanding behaviour and learning in school, thus allowing the school to function as a cohesive unit.
- To provide children with the environment and skills to be independent, resilient, and resourceful
- To support children to develop and recognise their feelings and behaviours in order to be a successful learner.
- To develop children's sense of self-esteem
- To promote co-regulation and self-regulation of feelings in order to reduce situations where behaviours become escalated.
- To agree a consistent approach for dealing with children whose behaviour is causing concern.
- To improve school attendance and punctuality
- To remove all bullying, discrimination, harassment, and victimisation

Objectives

- To ensure that we all have high expectations for behaviour.
- Be a positive role model by modelling the behaviours you are expecting – being warm and welcoming/positive in gestures and body language.
- Have clear expectations.
- Be fair and consistent.

- Have effective classroom management promoting active and purposeful learning
- Recognise positive behaviour choices, in line with the school values.
- Have clear and consistent approach to the vocabulary and phrases around behaviour.
- Children are taught and understand vocabulary linked to behaviour and emotions.
- Children are part of an agreement of class expectations.
- Ensure that the systems for pastoral care support children.
- Work in partnership with parents, governors, and outside agencies to achieve these objectives.

Responsibilities of the Governing Body

- The Governing Body must ensure that policies, designed to promote outstanding behaviour and discipline, are pursued at Springfield.
- The Governing Body will make, and review annually, a written statement of general principles to promote outstanding behaviour and discipline. These can be found on our website.
- The Governors must consult with the Head teacher, Staff, parents, and pupils on the principles of the Behaviour Policy.
- The Governing Body must provide clear advice and guidance to the Head teacher on which she can base the School Behaviour Policy.

Responsibilities of the Headteacher

The Head teacher will determine the measures required to:

- Ensure that behaviour does not impact the health and safety measures, which have been outlined in the phased return to school risk assessment.
- Encourage outstanding behaviour and respect for others.
- Ensure that the standard of behaviour is in accordance with aims and objectives of this Policy.
- Otherwise regulate the conduct of children
- In determining these measures, the Headteacher will:
 - Act in accordance with any written statement of general principles provided by the Governing Body
 - Have regard to any guidance that they may offer in relation to particular matters.

The Headteacher will determine the standard of behaviour that is to be regarded as acceptable at the school.

The Headteacher and Governing Body will consult with the Local Authority before agreeing measures, which may lead to increased expenditure by the Authority or affect their responsibilities as an employer.

The power to suspend a pupil from the school (whether fixed term or permanent) may only be exercised by the Headteacher, and in her absence, the Deputy Headteacher (see Suspension Procedures document).

Responsibilities of all School Staff

The learning environment is an important place and where this is appropriate, behaviour problems are fewer:



THE BEST CLASSROOM MANAGEMENT STRATEGY IS CREATING POSITIVE CLASSROOM RELATIONSHIPS

- ERIN SADLER

School Staff will:

- Ensure that how to meet behaviour expectations is taught and regularly embedded.
- Provide a calm and purposeful atmosphere to promote children's learning.
- Ensure that expectations are understood regarding participation and activities.
- Provide an effective curriculum, appropriately adapted to stimulate, and engage the children.
- Be specific when recognising positive behaviour choices, linking these to the school values.
- Ensure that the children's well-being is considered and opportunities for the children to discuss and manage their feelings is provided.
- Encourage the children to feel responsible for their learning and capable of success and thus to promote self-discipline.
- Ensure that lessons and activities start and end on time and are well paced.
- Be constructive and positive.
- Be specific about what behaviour is expected and what is allowed.
- Be consistent.
- Provide a good role model.
- Encourage children to set and organise clear goals for themselves, reflect on their own progress and work co-operatively with their peers.
- Recognise when a child is becoming escalated and provide early intervention and support.
- Employ a range of strategies to support positive behaviour.
- Deal with children sensitively and appropriately

Parental Responsibilities

Springfield has and asks parents to sign a Home-School Agreement that outlines the responsibilities of the parents and the school, including those for behaviour and attendance.

Parents have a legal requirement to ensure that their children attend school regularly and punctually.

Parents have the following additional responsibilities:

- To co-operate with the school in matters of behaviour
- To support monitoring of attendance in School by supplying an explanation of the reasons for any absence by telephone on the day, before 9.30am or directly to the school Office
- To encourage and support their children to participate fully in school and in the wider life of the school community.
- To actively encourage positive choices
- To acknowledge their own importance in helping their children

Springfield Values: “Space to grow and wings to fly”

Our aims are to create a safe, caring, stimulating, and challenging environment in which the potential of every member of the school community is fully developed and each individual achieves success and satisfaction. Springfield is a fully inclusive school and ensures equality of opportunity. Our goal is for our children to have an “I can” attitude.

We want to prepare children for the complexities of adult life, enabling them to develop through our key values: -

Inclusive Creative Ambitious Nurturing

Inclusive

At Springfield we enjoy the uniqueness of every child. We strive to ensure equal opportunity for everyone, regardless of gender, ethnic and cultural backgrounds, beliefs, and intellectual and physical ability. All our children are valued and are encouraged to be independent, have open minds, think for themselves, develop self-esteem, have respect for each other and are inspired and motivated to do their very best. We endeavour to develop positive home/school links and actively involve parents in the life and work of the school as well as the community as a whole.

Creative

At Springfield we want all our children to come to school to foster a love for learning by developing their curiosity and creativity through enquiring minds and a rich and inspirational curriculum. We want the children to have wide reaching opportunities and to have knowledge and experience of their environment and the world around them.

Ambitious

At Springfield we provide quality, appropriate learning opportunities, informed by highly skilled and knowledgeable professionals that instil high expectations, recognise progress, challenge, and celebrate success. We develop the child's skills and attitudes to become independent, co-operative, and life-long learners.

Our children are encouraged to be motivated, enthusiastic, and hardworking in order to do the very best they can.

Nurturing

At Springfield we take enormous pride and pleasure in nurturing all of our children from the moment they start until the day they leave. We provide opportunities for children to be thoughtful and share feelings within a trusted and understanding environment. Children will know how to be confident and resilient and have the courage to never give up. They will be kind and considerate and will have the self-belief and the skills needed to lead successful, happy, healthy, and fulfilled lives.

Support for all learners

At Springfield we promote positive discipline through a therapeutic approach.

Our Approach

The intent of our approach is to promote positive behaviour based on mutual co-operation using kindness and firmness when supporting children.

Key text

- *The Colour Monster*, Anna Llenas
- *Have You Filled Your Bucket Today*, Carol McCloud
- Additional high-quality texts to support have a better understanding of feelings and behaviours.



Value Stickers

All spaces in Springfield are 'responsive classrooms,' proactively praising choices and signposting to children their actions and the positive impact.

- Stickers will be given out regularly to children, these will focus on the Springfield Values and have an animal character linked them:
 - Inclusivity – Inclusive Iguana
 - Creativity – Creative Camel
 - Ambition – Ambitious Ant
 - Nurture – Nurturing Newt
- All staff, governors & people within the school community can give out stickers.
- Stickers to be given out easily and readily to children.

Buckets

- Children will have a bucket printed onto paper to stick their stickers onto should they wish.
- These will go home half termly.

Colour Monster & Emotional regulation

- The colour monster is read, taught, and used in all classes.
- The colours and feelings are used alongside an adult or independently for children to identify their feelings and enable them to regulate themselves.
- Our work around emotional intelligence is based around the Colour Monster
- There are posters in each class supporting children with how to self-regulate.
- Targeted home support through the Colour Monster

Calm space

- Children have the opportunity to access a calm space in the classroom.
- This will have a small selection of resources that children are taught to access.
- Children can use this space independently to self-regulate or may be directed to it with the support of an adult.
- Polar Bears is an additional space in school that can be used to support children needing to de-escalate themselves.

Polar Bear Nurture and Sensory Room.

- This is a room which is a specially designed environment to give children a place to feel safe and secure but also develop sensory experiences. This room can help develop a variety of skills including hand eye coordination, resilience, and confidence as well as have a calming influence for anxiety or behavior issues.
- This space is also available at lunchtime to support children who find this time overwhelming.

Whole class systems

Individual classes might have additional whole class strategies.

- This will complement the school values.
- This will not focus on individual behaviour.



Celebratory visit to Headteacher

- Each week teachers will select children to share the positive impact they have had at school that week.
- They will receive a Headteacher Award sticker.

Celebration assembly

- Two certificates from each class celebrating achievements from the week.
- Children have the opportunity to share out of school achievements.
- One value (animal) will be given out each week based on children's responses, the children will be asked to share something that has happened of they have done to show: Inclusivity, Creativity, Ambition, and Nurture
- Attendance bear is given to the class with the highest percentage attendance for the week.
- Honey Swan is given to the class who have sat most respectfully in assembly.

Highly qualified staff

At Springfield we value continuous professional development, we regularly seek out bespoke training to fulfil our schools' individual needs and staff are given regular opportunities which include:

- Mental health first aiders
- Emotion coaching
- Support from the Learning and Behaviour Team
- Positive Handling



Pre-emptive strategies

- Staff will be provided with scripts to support staff to help children who show signs of beginning to become escalated. This is to be done without shaming children.

“Using ‘shame tactics’ on children who are still developing a sense of self can be harmful. Children will internalise shame believing they are “bad kids” who are “unlovable” and “worthless.” These are not healthy messages during the critical phase of brain and social development.” Dr Martha

- The RHE (Relationships and Health Education) (Key Stage 1) and PSE (Foundation Stage) curriculums in school help all children to develop socially acceptable ways to behave along with well-being, health, and relationships. However, some children in Reception and Year 1 benefit from additional SEAL support groups, which the school delivers on a regular basis.

Recording & Responsibilities

- All behaviour incidents will be reported in the first instance to the class teacher, these must be logged this may be:
 - On a blue slip, if from the playground
 - On a behaviour record sheet
- Class teachers will keep own log and evidence. It would be good practice to identify repeat behaviour.
- The leadership team and inclusion manager will monitor logs.

- Class teachers will refer, for advice and support, to the Senior Teachers or Inclusion Manager. Persistent difficulties with specific children will be referred to the Head Teacher.
- Class teachers will discuss key children with the Inclusion Manager who will seek advice and support from outside agencies.

Supporting escalated children

- Adult to intervene and de-escalate situation. Consider safety of others (Do you need to evacuate classroom or remove child?). Offer opportunity to move to a space (either in the classroom or outside classroom) that will help them calm down. Offer opportunity to put things back and tidy resources/furniture.



- Children may be at the point of crisis over a seemingly small even, there may also have been a build-up of events or things that have gone wrong and are unresolved. Adults will be mindful of this when supporting escalated children.
- Staff will check in with the adult that is supporting an escalated child to see if they need support or a break. The red warning triangle (in each room) will be deployed if further assistance is needed and there is not another adult in the room.
- Children are often in a heightened and in crisis so will not be in a place to talk about what has happened. We will give opportunities to talk through what has happened at a timely and appropriate point – use comic strip conversation. Social story in place to change behaviour to pro-social. Adult to support/remind child of pro-social behaviour and regular check-ins with social story.
- We recognise that there are undesirable behaviours that are unsafe such as: physical harm, abusive language, discriminatory incidents, running off, endangering themselves and others. These will be supported by the Senior Leadership Team as appropriate, this may include bespoke strategies below.

Bespoke strategies

- As an inclusive school we recognise that not all children 'fit' strategies used for the whole school
- Children will have adapted strategies to meet their needs.
- Individual Learning Plan (ILP) may be put in place by the class teacher and Inclusion Manager
- Targeted behaviour plans may be put together for a child.
- Risk assessments and Personal Emergency Evacuation Plan (PEEP) are written in some circumstances where appropriate.

- Positive handling will only be used when necessary to prevent a pupil causing harm to themselves or others, seriously damaging property. In such cases, only the minimum force necessary should be used. Several members of staff have been trained in 'Team Teach' restraint techniques. Please refer to 'The Use of Force to Control of Restrain Pupils Policy' – See Restraint Procedure Policy.
- The class will be removed if possible and the red triangle should be dispatched. Our paramount consideration is always the best interests of the child. Physical restraint will be a last option, in the most extreme of cases. In accordance with the school's risk assessment, physical contact with the children should be minimal.



Additional Policies

Safeguarding policy

Anti-bullying policy

Attendance policy

Home-school policy.

Special Educational Need policy

Suspension and Exclusion Policy