



Spring Bank Primary School **Behaviour Policy**

Purpose

- To encourage the development of positive relationships between children, teachers, parents and other members of the school community;
- To ensure consistency in the management of behaviour across the school;
- To identify positive approaches which can be used in the management of children's behaviour;
- To identify procedures to be followed when positive approaches to behaviour management fail;
- To promote inclusion.

Aims of the policy:

- To support children to feel safe and valued in school.
- To enable children to be on task with their learning and to develop appropriate learning behaviours;
- To enhance self-esteem;
- To promote our school values;
- To encourage co-operation, as well as responsible independence;
- To provide a healthy, safe and pleasant environment in which children are valued and can work to their full potential.

The primary aim of this policy is to promote good relationships, so that children can work together with the common purpose of helping everyone to learn and to work together in an effective and considerate way.

Our School Values:

As global citizens we are: Respectful, Resilient, Curious and Collaborative

Our school is a happy, safe, and special place full of learning, fun and friendship. Through our Spring Bank curriculum, we aim to develop a love of learning inspired by quality teaching that builds on the strengths and skills of our children, valuing them each as individuals.

We embrace imagination and creativity and aim for all children to achieve their potential, developing future passions and talents. Our broad and balanced curriculum provides practical and inspirational ways of teaching which in turn encourages and fosters enthusiasm, perseverance and resilience. We aim for all our children to work collaboratively together and to communicate effectively. By the time our children leave Spring Bank they will have developed the skills to become lifelong learners and to have a love of learning.

We promote the importance of respect and community and children at our school recognise their responsibilities towards each other, our culturally diverse local community and the wider world. This is underpinned by our School Values.

Spring Bank School Rules

1. **We are respectful to each other and our school.**
2. **We are kind to each other.**
3. **We try hard for each other.**

Respectful to each other and our school	Kind to each other	Try hard for each other
<ul style="list-style-type: none"> We have good manners We listen to each other We respect all children in school We respect all adults in school We look after our school building and grounds We look after our resources in school 	<ul style="list-style-type: none"> We think about others We are supportive of each other We are positive with each other We are polite to each other 	<ul style="list-style-type: none"> We work as a team together We put effort into our learning We put effort into our communication with others We help each other We have pride in what we do

Behaviour principles for staff and children:

Staff will:

- Be calm
- Be fair and consistent.
- Be supportive and positive with children.
- Not have any pre-conceived ideas as these can impact on judgements and decisions.
- Treat each new session as a fresh start

Children will:

- Be respectful to all adults in school.
- Take responsibility for their actions and choices.
- Be honest

Spring Bank Behaviour System

Individual rewards

All children in school are recognised for demonstrating the school values as well as being kind, caring, putting in effort and displaying positive behaviours. Children receive individual dojo points for these from all members of staff. Dojo points can't be taken away once they have been given.

Children who reach the following totals will have rewards similar to the table below. These are reviewed termly with input from the school council:

Dojo Points	Example Rewards
20	Special Sticker
50	Ruler
75	Medal
100	Making pizza

Whole class rewards

Each class has a 'Values Victory' board and this is displayed in the classroom. The children are rewarded as a class if they show some of the school values. This ensures that the school values are referred to daily by staff and children so that they become a key part of school life at Spring Bank. When each class has achieved 30 points they can choose a reward such as extra play time or an activity in class. The points then reset to zero and start again.

Traffic Light System

Spring Bank uses a traffic lights behaviour system which supports children to reflect on their behaviour choices. A summary of this system is below:

- All classes will be reminded daily about the school rules and values.
- Each class will have a traffic light clipboard/laminated sheet that is kept on the teacher's desk (not on the wall).
- In KS1 and KS2 all children will reset to green at lunchtime each day

- The process is:
 - Verbal warning and a chance to reflect
 - Moved to amber and a chance to reflect
 - Moved to red
- If a child receives a red they will miss 15 minutes of playtime/lunchtime so that they can have a restorative session with a member of staff. This needs to happen as soon after the incident as possible so that the child can remember the incident and enables a fresh start to happen quickly.
- Early years children have an age-appropriate version of this system in which the reflection time takes place straight after the incident and for only a short period of time.

Restorative Conversations

The purpose of the restorative conversation is to encourage the children to reflect on the behaviour, the impact it has had on them and other people and how things could be handled differently in the future.

Restorative questions to ask:

- What happened?
- What were you thinking at the time?
- How did this make people feel? How did it affect them?
- What should we do to put things right?
- How can we do things differently in the future?

Recording and communication with parents

- All 'red' incidents are recorded by the school.
- Class teachers will communicate with parents regularly.
- Class teachers will communicate if there has been a noticeable change in a child's behaviour.
- Class teachers will communicate if a child has had 3 'reds' in a week.
- If a child is struggling in certain situations or is receiving a high number of reds repeatedly then the learning mentor, deputy headteacher or head will contact the parents to put in place appropriate provisions or an individual behaviour plan.

Behaviours of a more severe nature

- The following behaviours are more severe than being given a 'red'.
 - Discriminatory behaviour/hate incidents e.g. racism, homophobia
 - Deliberately hurting another child or member of staff
 - Bullying
 - Fighting
 - Other incidents that staff deem to be severe

If a child displays one of these behaviours then the pastoral staff and senior leaders need to be informed.

In this instance the child may be sanctioned to miss a number of playtimes/lunchtimes or be given an internal exclusion. These incidents will be logged on the C-POMS system and will be reported following all statutory procedures.

Fixed-term and permanent exclusions

- Only the Head Teacher has the power to exclude a pupil from school. · If the Head Teacher excludes a pupil s/he informs the parents immediately, giving reasons for the exclusion and information about next steps.
- The Head Teacher informs the LA, governing body and other relevant parties about exclusions as required by LA and DfE guidance.
- The Governing body has a committee to consider exclusions where required to do so under DfE guidelines.
- On return to school after a fixed term exclusion there will be a reintegration meeting with the parent/s and child and the Headteacher and/or class teacher to ensure good transition for the child.

Our school follows DfE and Leeds City Council guidelines on exclusions

Additional Support for Children

We recognise the importance of finding the cause of inappropriate behaviour and of providing support for vulnerable children. The school encourages the use of the Children's Room as a safe place for children to talk about personal issues. The Learning Mentor works closely with staff to provide support for those in need. This may be in the form of emotional support or a specific programme to address identified issues.

The role of the Children

- It is the responsibility of the children to uphold their class rules and the school's expectations around behaviour and to take the opportunities given, through our PSHE curriculum, to develop their social, emotional and behavioural skills. These underpin almost every aspect of school, home and community life.

The role of the teachers, learning mentor and support staff:

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. These expectations are also followed throughout the rest of the school day.
- Staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.
- Staff treat each child fairly and enforce the classroom rules consistently. The teacher treats all children in their class and throughout the school with respect and understanding.
- If a child misbehaves repeatedly in class or outside during break or lunch, the teacher keeps a record of all such incidents. In the first instance the class teacher will deal with incidents him/herself in the normal manner. However, if misbehaviour continues the class teacher seeks help and advice from the Head Teacher.
- The class teacher/learning mentor liaises with external agencies to support and guide the progress of each child. The learning mentor may, for example, discuss the needs of a child with an education social worker or a behaviour support service. This would be done in partnership with the SENCO who, in conjunction with the School Support Team, may choose to implement a Pastoral Support Plan which is seen as an intervention strategy to support children in the school.
- The class teacher reports to the parents about the progress of each child in their class in line with the whole school policy. The class teacher may also contact the parents if there are any concerns about the behaviour or welfare of a child.
- Staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Please see our Positive Handling Policy for further details.

The role of the Head teacher and Senior Leaders :

- To implement the school behaviour policy consistently throughout the school and report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of the children in the school;
- To support the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in the implementation of the policy;
- To keep records of all reported serious incidents of behaviour;
- Be a visible presence around school;
- Regularly celebrate staff and children's efforts that go above and beyond expectations.
- The Head teacher has the responsibility of giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. The school governors need to be notified of either of these actions.

The role of the parents:

- The school works collaboratively with the parents so children receive consistent messages about how to behave at home and at school;
- Parents are expected, when their child starts at Spring Bank Primary School, to familiarise themselves with the Behaviour Policy;
- We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have any concerns about their child's welfare or behaviour;

- If the school has to use reasonable sanctions for poor behaviour, the child's parents should support the actions of the school. If the parents have any concern about the way their child has been treated they should initially contact the class teacher. If the concern remains, then they should contact the Head teacher and then the Governing Body. If these discussions cannot resolve the problem, then they may wish to consider the school's Complaints Policy.

The role of the Governors:

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Head teacher in carrying out these guidelines;
- The Head teacher has the day to day authority to implement the school behaviour policy and discipline policy but the Governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take into account when making decisions about matters of behaviour.

Communication

At Spring Bank Primary School, we see good pupil support and communication with parents as **crucial** for the success of our behaviour policy.

Agreed by Governors March 2024

To be reviewed before September 2024