

SPRINGHILL CATHOLIC PRIMARY SCHOOL

*We strive to achieve excellence in all that we do
as we follow the Gospel values of Jesus Christ.*



Together we will do our best for Jesus

BEHAVIOUR POLICY

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Adopted by the Governing Body: 8th July 2024
Review Date: July 2025

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

The promotion of good behaviour is implicit in our mission statement, contributing to a supportive working atmosphere, social development and an appreciation of Gospel values and their practice.

We expect our children to behave appropriately at all times, in a variety of situations, so that effective teaching and learning can be achieved. We hope to lead all children to be independent, respectful, self-disciplined and responsible members of society.

All members of our school community, children, parents, staff and governors, should show one another courtesy, patience, forgiveness and respect through mutual support and goodwill.

Positive Behaviour Management

We seek to:

- promote good relationships based on respect
- promote the exercise of self-discipline
- develop a sense of responsibility and accountability
- promote justice, compassion and reconciliation
- foster self-esteem and self-acceptance
- build on strengths

Roles and responsibilities

The governing board is responsible for approving and monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher is responsible for leading the review of the behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and in an age-appropriate way.

Staff are responsible for:

- implementing the behaviour policy consistently;
- modelling positive behaviour;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- recording behaviour incidents;
- informing parents of concerns regarding behaviour.

The senior leadership team will support staff in responding to behaviour incidents.

Parents are expected to:

- support their child in adhering to the school rules and behaviour expectations;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher .

Pupils are expected to

- be kind and helpful to all;
- be polite and considerate to each other;
- be hardworking and always willing to give of their best;
- show respect for the endeavours of others;
- be prepared to share their talents and to work for the common good;
- be patient and forgiving, practising reconciliation and goodwill in relationships;
- follow school rules;
- be careful and quiet when moving around the school.

At the beginning of the school year, children revisit the school rules and sign a class behaviour agreement.

Children in crisis will sometimes display disruptive and aggressive behaviour. Help is sought from families and colleagues promptly, and appropriate agencies enlisted to help.

Reward and Sanctions

Rewards and sanctions are appropriate to the child's level of understanding and used to commend appropriate behaviour and amend inappropriate and harmful actions.

Through the use of praise and rewards, we reinforce our behavioural expectations and help to raise the children's self-esteem. This praise may be: verbal; given privately; or in front of others; in written form as a comment on work; as a certificate of achievement awarded during special assembly or as a postcard sent home. Praise is given for a variety of reasons such as: academic progress; effort; readiness to learn; politeness and kindness. When adults give praise, they are specific so that the child knows exactly why s/he is being praised.

Rewards include:

- moving up on the behaviour chart (see appendix A)
- an award sticker
- granting a privilege
- sharing the good news with the head teacher, another teacher or class
- giving additional responsibilities
- weekly 'Good News' assemblies
- notifying parents of success: 'Living like Jesus' and 'Teacher Award' certificates
- star of the day – VIP table
- star of the week
- House points
- Half termly event for those who have 3 'Going for Gold' etc.

Each week, there is an affirmation assembly. Three or four children from each class are nominated for a certificate by their class teacher. This gives the opportunity to praise and highlight children who have made noteworthy effort in their work or behaviour.

To reward excellent attendance, we present termly badges and annual medals.

As well as these rewards, we aim to foster a school environment in which children develop a sense of self-worth and have an intrinsic desire to make the right choices.

Sanctions

When poor behaviour is identified, sanctions may be implemented. A range of disciplinary measures are used and can include

- a verbal reprimand
- repeating unsatisfactory work
- missing part of/all of playtimes for reflection time with a member of SLT
- they may be asked to complete work inside under adult supervision if their behaviour has resulted in them not meeting the expected standard. This is only used where the behaviour or effort has been a concern and not simply because a child has not finished the task.
- behaviour monitoring
- temporary confiscation of personal items (e.g. toys/cards brought into school)
- Any other sanction as decided by the senior leadership team

In the majority of cases, sanctions are erased at the end of every day, unless a pupil persistently refuses to amend his or her behaviour, at which point, further action is taken. Whole classes must not receive sanctions if individuals or smaller groups of pupils are responsible for the poor behaviour.

Steps for dealing with unacceptable behaviour

Most low-level unacceptable behaviour requires only an immediate warning/reprimand, by the member of staff who witnesses the incident or to whom it is reported. If the behaviour has affected another child or an adult, they may be asked to make reparations such as apologising verbally or making a card/letter. Recurring low-level issues or matters of a more serious nature may merit further action.

The step at which a child begins, will be at the discretion of teachers or the senior leadership team.

- Step 1: Class teacher speaks to the child about his/her behaviour with an immediate reprimand such as moving their name down on the behaviour chart (see Appendix A). Two moves down in a day will result in a child spending time reflecting for 5 or 10 minutes with a member of SLT (or staff).
- Step 2: Child may be moved to a quiet table within the classroom or to another classroom to work. The class teacher and/or a member of the senior leadership team speaks to the child, exploring the situation. The child is asked to verbalise what happened, how s/he felt at the time, how others may have felt and what s/he could have done differently should s/he be in a similar situation again. At the end of this discussion, strategies are discussed, as appropriate, that the child can use. A behaviour incident log is completed by the adult who was first involved in dealing with the behaviour. The class teacher discusses the child's behaviour with parents and this discussion is added to the behaviour incident form.
- Step 3: A member of the senior leadership team investigates child's behaviour and meets with parents. A personalised behaviour plan is put in place.
- Step 4: Formal interview – parent, teacher, SLT and child if appropriate.
- Step 5: Head teacher involvement.

- violence towards a member of staff
- violence towards another child
- vandalism
- inappropriate use of social media or online technology
- recurring disruptive behaviour

Step 6: Suspension

Step 7: Permanent Exclusion

Suspensions and Exclusions

We are committed to following all statutory procedures regarding suspensions and exclusions to ensure that every child receives an education in a safe and caring environment.

A decision to suspend or exclude a pupil will be taken only:

- in response to a serious breach of the school's behaviour policy
- in response to persistent breach of the school's behaviour policy
- if allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- allow the pupil to give their version of events
- consider if the pupil has special educational needs (SEN)

If an exclusion is given, the school will adopt the following approach:

- the child will be suspended (normally for a period of one full session but this is at the headteacher's discretion)
- parents will be notified immediately by telephone, and asked to collect their child from the school
- parents will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure
- re-integration will include a return to school meeting with a member of SLT, the child and parent
- if necessary, a behaviour support plan will be put in place
- where there is already a behaviour support plan in place, provision will be discussed and adjustments made

Children with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be differentiated to cater for the needs of pupils who demonstrate challenging behaviour. The school's special educational needs co-ordinator will evaluate a pupil's needs if they exhibit challenging behaviour to determine whether they have any underlying needs that are not currently being met and reasonable adjustments will be made.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support, risks assessments and programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The use of reasonable force (More detailed information in a separate policy):

The term 'reasonable force' covers the broad range of actions used by most teachers, at some point in their career, that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. All members of school staff have a legal power to use reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

In some circumstances, staff may use **reasonable force** to prevent a child from:

- causing disorder
- refusing to leave a room when instructed to do so
- hurting themselves or others
- damaging property

The use of reasonable force must

- **always be used as a last resort**
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

Playground Rules

- We include others in our play;
- We are polite to members of staff, visitors and other children;
- We treat each other with respect;
- We always listen to adults and follow instructions;
- We do not use rough play (play fighting, pushing, pulling);
- We play safely on the equipment, sharing with others;
- When we hear the whistle, we stand still, then walk quietly into class.

At lunchtime, the supervisors may award stickers. Incidents of inappropriate behaviour are dealt with by the supervisor who may then inform the class teacher or a member of the senior leadership team, as appropriate. The lunchtime supervisors will complete any behaviour incident logs.

Cases of persistent or more serious breaches of rules are dealt with by deputy headteacher and headteacher.

SCHOOL RULES

- 1 All our pupils are expected to behave in school, and when travelling to and from school, in a way which brings credit to themselves, their family and the school. A general all-round standard at which we aim can be said to be good manners, and considerate behaviour towards others, based upon self-discipline, honesty and respect for others.
- 2 Children should not bring toys or other possessions to school. Analogue watches may be worn by pupils, entirely at their owner's risk.

- 3 KS2 children may bring a piece of fruit or vegetables for morning break time. Cereal bars, crisps and sweets may not be eaten at morning break. Lollipops and any form of gum are not allowed in school. Children may not share contents of lunch boxes with each other.
- 4 Jewellery may not be worn. This includes: necklaces, bracelets, rings and badges. If a child has pierced ears, we only permit one pair of plain studs to be worn. Earrings must be removed or taped over for all PE lessons; care must be taken to effectively cover the spike at the back of the ear lobe. Teachers are not permitted to remove or insert earrings; this should be done before the child arrives at school.
- 5 Hurtful behaviour and bullying must always be reported to a member of staff. We ask parents to tell the school immediately if there is even a suspicion that a child is being bullied, threatened or pressurised in any way by another person; such matters are always fully investigated and action taken if necessary.

ANTI-BULLYING

Bullying in any form is not to be tolerated.

For the purposes of differentiation between instances of bullying and childhood/social development, instances of unacceptable behaviour, bullying is defined as: *“A systematic and extended victimisation of a person or group, by another or group of others”*. This includes cyberbullying.

Children are made aware on a regular basis that they must tell a member of staff and their parents/carers if they are unhappy about the way that they are being treated by another person, child or adult, in the school.

All such reports from children or adults will be investigated and appropriate action taken.

In dealing with all instances of unacceptable behaviour, including bullying, our aim is to correct the misbehaviour and to ensure that it is not repeated. Forgiveness and reconciliation between the parties concerned and the opportunity to move on with a fresh start leaving the incidents in the past, are central to the daily implementation of our school’s mission statement.

Children who have been bullying are made aware of the consequences of their actions and asked how they intend to improve matters and act in the future. Those who have been the victims of bullying are reassured and checked regularly to ensure that there have been no repercussions from the perpetrator. Depending on the gravity of the situation or the recurrence of a problem, members of staff may involve a member of the senior leadership team. Parents/carers are made aware of and consulted in all instances of bullying.

Members of staff routinely follow up all reported instances of bullying to ensure that the children concerned remain secure and confident.

Staff are also alert to signs of a child who may be unhappy or anxious and make sure that any underlying cause is addressed.

Further details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy.

Appendix A

Springhill Behaviour System

FS and Y1 have a space-themed behaviour system (see photo below). Every day, the Foundation Stage and year 1 children start the day on 'stars'. This shows that they are ready to learn and are making good choices. It is the Springhill behaviour that we expect on a daily basis. If a child goes above and beyond and really impresses an adult, they will be moved up to 'satellite' and receive a silver sticker. Exceptional behaviour or effort will move children to the 'big bright star' and they will receive a gold sticker. Children receiving three or more gold stars in a half term will be invited to an afternoon tea party with the headteacher at the end of the half term.

Poor behaviour results in a move down to the 'moon' – missing 1 minute of play time - or the 'rocket' at the bottom of the behaviour chart, resulting in 3 minutes missed playtime.

Year 2 have the same rewards and sanctions using a pirate theme. The children start each day on 'all aboard' with good behaviour moving them to 'sailing ahead' and exceptional effort and behaviour moving them up to 'found treasure' at the top of the behaviour chart.

Should their behaviour and effort not meet expectations, their pirate may be moved to 'choppy waters' or 'ship-wrecked', resulting in missed playtime.

In both Foundation Stage and KS1, once time out has taken place and poor behaviour has been managed, children move back to 'the stars' or 'all aboard', ready for a fresh start.

KS2 children have an Olympic-themed behaviour system similar to KS1. Every day, all children start 'in the blocks'. This shows that they are ready to learn and making good choices. Should a child go above and beyond and really impress an adult, they will be moved to 'going for gold' and receive a gold star sticker. Exceptional behaviour or effort will move children to the 'torchbearer' section of the behaviour ladder. This means that they are in the running to be 'star of the day' and sit at a VIP table in the classroom. Children will be collecting 'torchbearer' stickers on a special bookmark. If there are no 'torchbearers' on a particular day, children from the next group down will have the opportunity to be selected for 'star of the day' and the VIP table.

Children receiving 'torchbearer' status three times or more in a half term will be invited to an afternoon tea party with the headteacher at the end of the half term.

If a child is moved to 'false start', they will receive a 5-minute timeout; this could be at playtime or by moving to another class to work.

More serious behaviour or continued poor behaviour will result in a child moving to the lowest rung on the ladder 'dropped the baton' and would lead to a 10-minute timeout. If poor behaviour continues, a member of the senior leadership team will be informed and the child may be moved out of the class. Parents will be contacted.

Once time out has taken place and poor behaviour has been managed, children move back to 'in the blocks' to enable them to have a fresh start.

Remaining on 'stars', 'all aboard' or 'in the blocks' is commended as this means they have met the expectations.

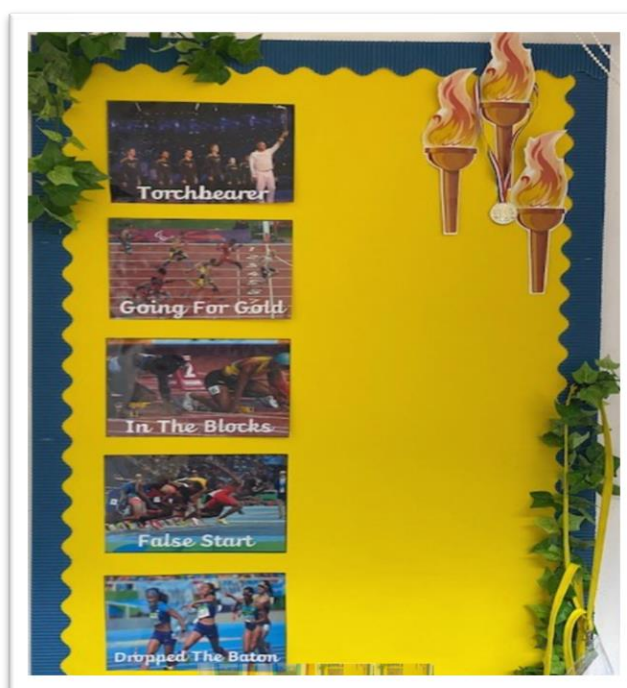
Examples of behaviour charts displayed in all classrooms:



Foundation Stage / Year 1



Year 2



Year 3 -6