



Springfield Infant School & Nursery

Behaviour Policy

Policy date: September 2024

Review date: September 2026

Related policies & documents: Anti-Bullying Policy, Teaching & Learning Policy, SEN Policy, PSHE Policy, Education Act 2011

Signed:

Date:

(Headteacher / Chair of Governors / Chair of GB committee)

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Springfield Infant School and Nursery.

Principles:

We believe good behaviour is an essential condition for effective teaching and learning to take place.

At Springfield Infant School and Nursery, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair.

Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focussing on shortcomings and failure.

Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline.

It is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behaviour means that everyone in school is:

- Careful, kind, honest and tolerant of each other and towards the school's resources
- Polite and friendly
- Helpful and considerate to each other
- Quiet and hardworking
- Respectful towards adults

Aims of the Policy:

- To manage behaviour effectively throughout the school.

- To build self-esteem, positive attitudes and a feeling of belonging.
- To communicate the ethos of the school.
- To clarify the expectations of behaviour for all members of the school.
- To make the rules clear, explicit and easily understood.
- To communicate each individual's role in support of the management of behaviour.
- To reward good behaviour through positive reinforcement.
- To encourage children to be the best they can be.
- To promote the British Values of: Democracy, Tolerance, Rule of Law, Mutual Respect and Individual Liberty.
- To build the children's understanding of how they are expected to behave in school as they mature, and to understand the impact their behaviour has on others
- For our young learners to be kind and respectful (to look after things in school, each other, the teaching staff and themselves)

Intended outcomes of the Policy:

- The positive management of behaviour is consistent and fair.
- Our children develop into caring and thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others.
- Staff, children and parents to value good behaviour.
- Children develop self-discipline.
- Children to feel good about themselves and others.
- Children co-operate with one another and with adults in the school.
- There is a positive and stimulating learning environment
- There are high expectations of children's behaviour as well as their work.
- We work in partnership with parents to encourage our children to develop socially, personally, academically and morally in preparation for a positive role in society.

Our Learning Buddies:

We also have 8 learning buddies who remind children how to be polite, kind individuals; the buddies help teach the children the necessary behaviours to become lifelong learners. They are referred to in every classroom to encourage and motivate the children. Our buddies are re-introduced at the start of every year, to promote good manners and excellent learning behaviours in the classroom and beyond.

Our Learning Buddies

I am Percy Peacock.

I take pride in the presentation of my work. I always use my best handwriting.



I am Oscar Owl

I manage my distractions and stay focused on the task.



I am Mandy Meerkat.

I share and cooperate. I collaborate and work with my partner or as part of a team.

I am Geoffrey Giraffe.

I rise to the challenge. I am confident and not afraid to make mistakes.



I am Ollie the Octopus.

I can name my feelings and say how they affect my behaviour.



I am Dixie Dolphin.

I think carefully about what I want to say. I listen to others and speak clearly and confidently.

I am Terry Tortoise

I am resilient. I persevere and never give up even when I find things hard.



I am Connie Cat.

I am kind and courteous. I take care of my friends and I am polite and well-mannered.



Promotion of the Policy:

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community, reinforced through each class displaying the learning buddies and through reminders of good learning behaviours
- Rewarding the children with buddy stickers when they display the different learning behaviours we are teaching them
- Constructive whole school planning for PSHE
- Encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- Developing the skills of co-operation and discussion and restorative practice
- Encouraging everyone to take care of and have respect for their own and each other's belongings
- Encouraging everyone to take pride in our environment
- Having a positive and consistent approach to playtimes and lunchtimes
- Creating a stimulating classroom environment
- Providing clear and positive learning experiences fairly and consistently
- Offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child

As adults we have a vital part to play as role models, we do this through:

- Demonstrating good manners
- Practising good behaviour to each other as well as to the children
- Teaching appropriate behaviour and giving feedback when pupils are behaving well
- Showing respect for every child as an individual
- Making every child feel valued
- Not accepting bullying, anti-social behaviour in school, on any level, at any time
- Being aware of vulnerable children
- Being seen to be fair and consistent
- Responding quietly, calmly, consistently and positively using restorative practices
- Listening with empathy and tact
- Handling confidential information with sensitivity
- Having consistent high expectations of behaviour for every child every day

Rewards:

We encourage good patterns of behaviour, effort and excellent work in the following ways:

- Non-verbal signals, positive verbal comments and praise
- Giving children responsibility
- Sharing positive aspects with others
- Informing parents through informal chats
- Learning Buddy Sticker

- Visits to Head Teacher/Deputy Head Teacher, being given the chance to share their learning or good deeds and to feel proud of their choices through the positive reinforcement they receive

Termly :

*** Parents to be invited to a special assembly to celebrate:**

- **Effort Cup** - one child from each class who has shown consistent effort
- **Attendance** – for children who have achieved 100% attendance across the term
- **Behaviour Buddy Awards** - two children from each class who have shown exceptional learning behaviours and/or achieved excellent outcomes

Informal Sanctions:

Low level disruptive behaviour examples:

constant chatting on the carpet during learning time

children pushing and shoving lining up,

being noisy as they move through school,

running in the corridor

not taking care of books or equipment in the classroom

Informal sanctions used may include one or more of the following:

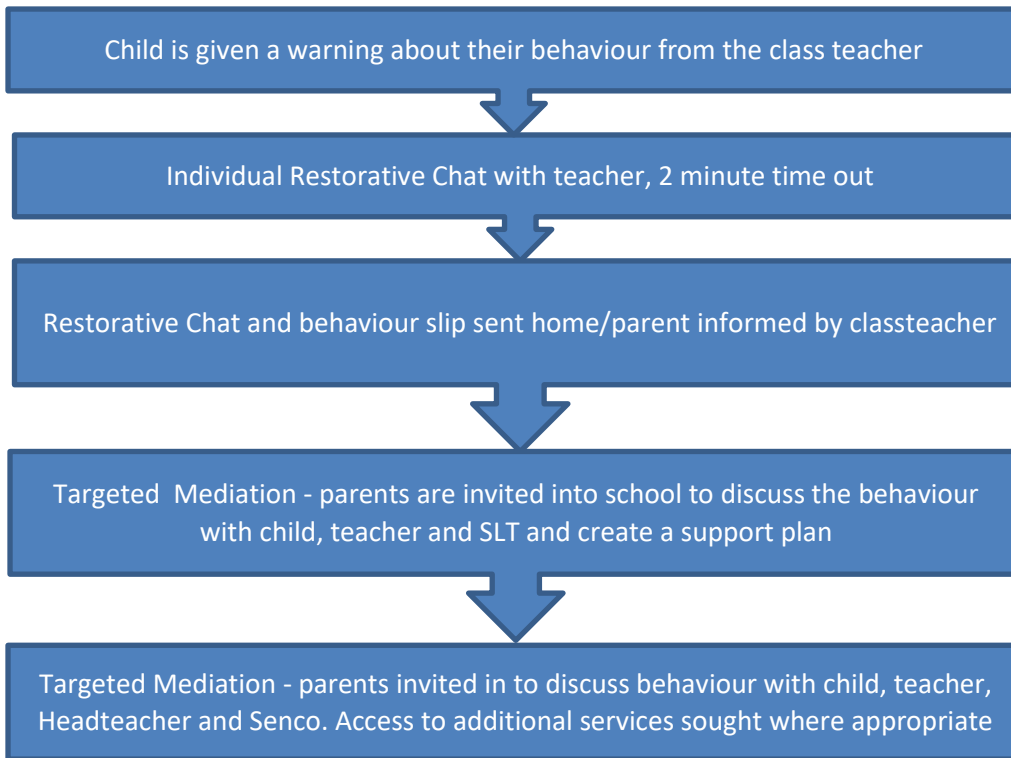
- Planned ignoring and Non-verbal signals
- Verbal warning, reminding the child of our expectations/rules
- Change of position within the learning environment
- Informal discussion with parent to ascertain if there are any issues school need to be aware of, as this could mean the child will struggle to maintain high standards of behaviour
- **Restorative Practice Circles** will be used for teachers to address any general undesirable behaviour seen in the classroom. The children will come together as a group to discuss the impact of the behaviour and through discussion think of ways it can be improved. This encourages the children to take responsibility for their own behaviour and begin to understand that their behaviour has an impact on others.

Formal Sanctions:

When informal measures have failed to have an impact on behaviour then more formal sanctions will be used.

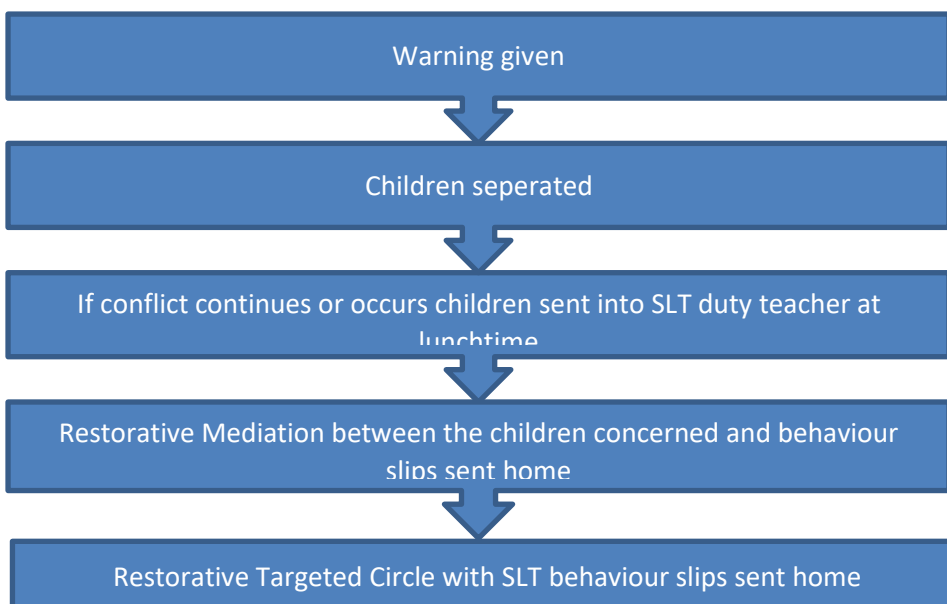
Dealing With an Individual's Behaviour

- Separating a child/ren from an individual or group
- **Restorative Chat:** for an individual child the first step is a warning followed by a restorative chat, which will include a 2 minute time out. The child remains in class at the end of the session to discuss their behaviour with the class teacher. If this behaviour continues the child will have a further discussion and a behaviour slip will be sent home, these will be scanned or recorded on our online system in school. If the behaviour persists then the parents and the child will be invited into school to discuss their child's behaviour with the class teacher and a member of the SLT. Following the steps in the chart below.



A Disagreement or Conflict Between Children or a Group of Children

- A warning is given if an adult can see inappropriate rough play before it escalates
- Separating individual children or groups during playtimes or within the class
- Children sent to see the duty teacher if there is a lunchtime incident
- **Restorative Mediation:** a discussion with children to deal with conflict led by the class teacher or a member of the SLT
- **Restorative Targeted Circle:** a discussion with a member of SLT targeting an ongoing problem with a specific group of children



Refusal to complete work or follow instructions

- Loss of part of Golden Time to complete work (in classroom with teacher)

Child to complete work with an adult during Golden Time

More Extreme Behaviours

- Taken directly to discuss their behaviour with headteacher (this is for more serious misdemeanours, being rude to adults, misbehaving on trips, refusal to complete work, violence, inappropriate language, racist, gender LGBTQ remarks or incidences)

Headteacher discusses the incident with child, a behaviour slip will be sent home and all parents informed. The incident is recorded on our system and reported to the Governing Body

Serious incidents which have resulted in injury or significant upset will have a longer incident report completed. For ongoing behaviour issues sanctions such as being excluded from school trips may be enforced at the discretion of the headteacher, (only when there are any concerns for the safety and well-being of the individual pupil/ other pupils/staff or the wider community). Such a decision will always be discussed with parents and made after careful consideration by the school. All significant incidents and discussions with parents regarding behaviour concerns will be recorded on CPOMs.

At Playtime/Lunchtime:

- Children will have a variety of activities as part of OPAL Play to choose from and our playtimes and lunch times are staffed by our teaching assistants.
- A member of SLT will be on lunch duty each day, they will supervise the hall lunches and deal with any behaviour problems during the lunch hour.
- Our expectations of excellent behaviour will be rewarded with praise/stickers or a visit to the headteacher.
- A warning that play is coming to an end is given 5 minutes before the children return to class; the children are expected to tidy away the toys they have used during lunchtime.

Children who make the wrong choices during lunch play will be given a verbal warning and reminded why their behaviour is unacceptable. Children whose behaviour is more severe or have already had a verbal warning will be referred to the teacher on duty. The teacher will use restorative practices to speak to them about their behaviour, and they will remain in the hall for 2 minutes before returning to play, where necessary behaviour slips will be completed.

At times school will need to adapt our expectations for individual children, and special consideration of sanctions may be required when dealing with children with Special Educational Needs, Social Emotional Disorders or those that have suffered traumatic events; these children may display more challenging behaviour. Adaptations will be agreed through discussion with the SENCO, class teacher, parent and child and recorded on CPOMs.

When the Procedures Do Not Work:

In cases of repeated misbehaviour or if the procedures appear to be failing to help a child control his or her behaviour, a meeting will be called. This will involve the Class Teacher, Head Teacher, and parents. It may also involve others such as SENCO, EWO (Education Welfare Officer), or Educational Psychologist, and behaviour intervention services.

The aim of these meetings will be to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date given, further follow up meetings will be scheduled as necessary.

Exclusion

In rare cases it may be necessary to exclude a child. At Springfield Infant School and Nursery we consider this to be a last resort and the following criteria will cause this sanction to be considered:

- a) After a serious breach of the behaviour policy and/or
- b) Allowing the child to remain in school would be seriously detrimental to the education or welfare of a pupil, or others at the school.

Exclusions will be recorded on the school's MIS and a record made of events and decisions taken. The local authority will be informed of the school's decision (this is a Suffolk County Council requirement even for part of a session). The headteacher will also inform the Chair of the Governing Body. Any child returning to school following an exclusion, will be required to attend a **Re-Entry Circle** meeting with their parent/carer/staff to discuss how they will be helped to behave appropriately in the future.

Conduct Outside of the School Gate

Teachers have a statutory duty to discipline children for misbehaving outside of the school premises if it has been witnessed by a member of staff, reported to the school, the child is identifiable as a pupil at the school, the behaviour has repercussions for the orderly running of the school, the behaviour poses a threat to another child or member of the public or the behaviour could adversely affect the reputation of the school.

Searching

The headteacher, senior leaders and teachers may search a child or their possessions without consent if we suspect the child may have a prohibited item. Prohibited items are: Knives or weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette paper, fireworks, pornographic images or any item which a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury to, or damage to the property of any person (including the pupil).

We may also ask a pupil to turn out their pockets or empty their bag, tray etc. if we suspect a child has a banned item in their possession. Items which are 'banned' will vary and it will be made clear in the school newsletter which items these are and the reason(s) why they are no longer permitted in school. Any items discovered in the search will be subject to the confiscation procedure below.

Confiscation of Property

From time to time, we may confiscate a child's property where it is inappropriate, disruptive or too valuable to remain in the child's possession. Depending on the nature of the item, it will either be returned to the child at the end of the day or handed to the parent as soon as practicably possible. The school accepts no liability for the loss of any

object that has been confiscated. The children all have access to play items during the school day and therefore we discourage children bringing items into school.

Reasonable Force

All teachers, any person who, with the headteacher's authority has lawful control or charge of pupils for whom education is being provided at the school and any other staff employed at the school who have undertaken recent training ('recent' meaning their training is up to date) may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- Committing an offence
- Causing personal injury to, or damage to the property of any persons (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Force, if used, will be reasonable, necessary, proportionate and a last resort. It will never be used as a disciplinary sanction.

Where force has been used (except minor or trivial incidents) a note will be made on CPOMs. A risk assessment may then be undertaken for the child and discussed with parents. If necessary, further physical restraint training undertaken by designated members of staff in order to support further, on-going interventions with individual pupils. (see separate physical restraint policy)

Bullying

Bullying is not the same as poor behaviour or friends falling out, although this may be the catalyst for bullying to begin. Bullying is not tolerated at Springfield Infant School and Nursery and procedures relating to any rare incidences are dealt with in our separate Anti-Bullying Policy.

Monitoring

The behaviour incidents are reported termly to the Governing Body and the Chief Executive Officer of the Trust. The data is analysed by looking for patterns, vulnerable groups and persistent offenders who may require additional support to lessen their impact on the remainder of the class. The headteacher will then discuss any issues with the class teachers/parents and report incidents and actions taken to the governing body.

Whilst our policy applies to all our children, we know that our younger learners and nursery need a more concrete, visual approach; something that helps them understand their own behaviour.

We realise that our younger children are still learning how to behave appropriately. We know that they make mistakes and often do not want to share, take turns or follow instructions; so, for them there is a simplified version to support them make the right behaviour choices.




In the classroom



Our class expectations will be on display: Children's names will be displayed on a sunshine in the classroom at the start of every session to show they are meeting the expectations. If the children behave in an inappropriate way they will be spoken to by one of the adults; the adult will explain why the behaviour is not acceptable and remind them how they need to behave in school. If the undesired behaviour continues their name will be moved from the sunshine and placed onto the cloud. This is to show that their behaviour is not acceptable and there is a consequence for it. Once the child makes the right choice then their name is moved back to the sunshine to show that their behaviour is meeting expectations.

Appendix A

BEHAVIOUR REPORT SLIP	 Springfield Infant School & Nursery	Date:
	Pupil's Name & Class:	Time:
Sadly your child's behaviour has fallen below that expected within school today:		
Refusal to follow adult instructions		Inappropriate language
Constant talking when asked not to		Hurting another child
Saying unkind things to another child		Hurting an adult
Not completing work to required standard		Destroying school property
Distracting other learners		Racist/gender/LGBTQ Incident
Other:		
Was there any use of approved restraint techniques? Details:		YES / NO
<small>* A separate more detailed incident report must be completed by all staff members involved for any type of restraint used.</small>		
An adult has fully investigated this matter, and the following sanctions have been / will be applied:		

Child discusses their behaviour with class teacher (Restorative Chat)		Removed from class/group	
Groups/Children spoken to by class teacher (Restorative Mediation)		Spoken to by Headteacher	
Child/children meet with SLT (Targeted Restorative Circle)		Fixed Term Exclusion*	
Will miss Golden Time to work with an adult to complete work		Permanent Exclusion*	
Details:			
Next Steps:			
Parent to discuss behaviour with child		Monitor – no further action	
Parent / Carer to spoken to by class teacher		Parent / Carer to meet with child/class teacher & member of Senior Leadership Team	
All parents informed of incident		Personal Behaviour Plan written with SENCo	
Parents share book with their child and return		SIGN & PRINT:	

