



## **SPRINGMEAD SCHOOL – BEHAVIOUR POLICY, INCLUDING SANCTIONS**

### **1. AIMS AND BACKGROUND**

- 1.1 It is a primary aim of our school that every member of the school community feels respected, valued and trusted. We are a caring community, whose values are built on mutual trust and respect between all its members. Please see the paragraph below on The Springmead Way, which provides a summary of the type of community that we wish our School to be, and sets out our expectations of pupils and of parents in support of these aims. This is available from the School Office.
- 1.2 The school has a number of rules, but the primary aim of this Behaviour Policy (including sanctions) is not to enforce rules. It is designed to support the way in which all members of the school live and work together. It is a means of promoting good relationships, so that people can work together in an effective and considerate way with the common purpose of helping everyone to learn. It is also a means of ensuring that each person is treated in a positive, fair and consistent manner. Good classroom management by staff plays a big part in pre-empting, avoiding and dealing with bad behaviour. Good classroom management is an integral part of good teaching and staff are supported and provided with appropriate professional development in this important area.
- 1.3 We do not tolerate bullying. Please refer to the Bullying policy.
- 1.4 This policy applies to Reception to Year 6. The Nursery has its own Behaviour Policy (including sanctions).
- 1.5 In drawing up this policy, reference has been made to the non-statutory advice published by the Department of Education called 'Behaviour and Discipline in schools' (2014) updated September 2020 to include checklist for school leaders for full opening: behaviour and attendance.

### **2. FOSTERING HIGH STANDARDS OF EFFORT, WORK AND BEHAVIOUR**

- 2.1 It is the responsibility of the whole staff to:
  - ensure that all children are aware of the high expectations that the school has of them in terms of effort, work and behaviour
  - inspire and support the children towards meeting those expectations
  - celebrate and praise children who meet those expectations
- 2.2 Issues relating to pupil effort, work and behaviour are brought to the attention of the whole staff at staff meetings. Any behavioural concerns or issues are communicated. As a staff, we take responsibility for all children in our care, ensuring they are following the Behaviour Policy (including sanctions) and codes of conduct put in place for their well-being while at school.
- 2.3 The class teacher will discuss the school rules/Springmead Way with his/her class, so that every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'. Aspects of the School rules and the high expectations of effort, work and behaviour may also be brought to the attention of the children during assemblies or during other educational activities such as projects, drama, stories, literature, historical events, current affairs and topic work.
- 2.4 Pre-emption and diffusing situations are vital skills of effective behaviour management.



### 3. REWARDS AND SANCTIONS

#### 3.1 We praise and reward children for good behaviour in a variety of ways:

- Children have 'privilege' time that is used as choosing time each week. Children are encouraged to make good choices in their behaviour in order to retain this.
- teachers congratulate children and catch them being good, especially noting when they are following the *Springmead Way*
- each week we nominate children from each class to be to be praised for their work and effort and receive a certificate in school assembly
- award schemes are planned by individual teachers to acknowledge class achievements.
- children are awarded house points for good behaviour and achievements; house points are collectively celebrated in weekly assemblies
- The school acknowledges all the efforts and achievements of children, both in and out of school, in class and in assemblies.
- Children's achievements are shared on the weekly newsletter
- We employ sanctions, after appropriate warnings, at the teacher's and Headteacher's discretion. Sanctions help set boundaries for behaviour and used positively help children to understand actions and consequences. Sanctions do not breach any other legislation and are reasonable in all circumstances.
- From Year 1 if children, after a warning, choose not to follow the Springmead Way they lose a minute of their privilege time. A child should never lose more than 16 minutes in a week. We consider the needs of the class and individual children. In KS1 it is advisable that children's privilege time is taken that day in order to be meaningful.
- From Year 2-6, in more serious situations, or where a warning could not be issued it may be appropriate to issue a detention. At Springmead these are a serious but mild sanction, lasting no longer than ten minutes, during morning playtime. Wherever possible they are held the day after the incident. Detentions are held in a Key Stage 2 classroom with a senior teacher. The pupil will discuss the reason for the detention with the teacher and think about their actions. Detentions are a thinking time for pupils. We do not contact parents about detentions unless a pattern of misbehaviour emerges, rather they are a non-draconian short reminder. We consider the wellbeing and mental health of the child. Teachers record the very few detentions online.
- We put people in a position to succeed, so it may be necessary to ask a child to move places
- We expect children to try their best in all activities. If they do not do so, after appropriate warnings, we may ask them to redo a task.
- We do not expect children to be disruptive in class. If a child misbehaves repeatedly, despite appropriate warnings, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others, repeated misbehaviour may lead to talking to the Headteacher, a detention, going on report for a period of time or working in isolation with the Headteacher.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from joining in the activity, until s/he calms down, and is in a position to work sensibly again with others.
- If a child threatens, hurts or bullies another pupil the member of staff will act to intervene to prevent the child from causing further harm. The teacher may need to restrain, with regard to the use of reasonable force (2013). The class teacher records the incident on the personal file of the affected child/ren and will speak to the parents involved.
- Further details of handling bullying situations are detailed in the Anti-Bullying Policy.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.



- The school recognises that continuing disruptive behaviour may be the result of unmet educational or other needs. At this point we will consider whether a multi-agency assessment is necessary.
- All children need to feel safe in school in order to learn effectively. Serious acts of misbehaviour which could include swearing, fighting, bullying and gross rudeness will not be tolerated in school. Any of the above may constitute a serious act of misbehaviour and may lead to the child being suspended from school for a day, usually the next school day after the incident. The decision to suspend a pupil will only be taken by the Headteacher and Proprietor. The Headteacher will initially speak to the parent who will then receive a follow-up letter. At all stages the staff and Headteacher will work closely with the parents. In today's society children come into contact with bad language all too regularly, school should be a place where our youngsters are protected from it. Every day we use our professional judgement to decide on the appropriate course of action in different situations. For example, a four year old using a strong swear word they have overheard is very different to a nine or ten year old using the same word in the full knowledge of the inappropriateness of their bad language. We ask parents for their support over this issue. For the benefit of all of our pupils we cannot accept bad or inappropriate language in school from children. For repeated or very serious acts of misbehaviour, the Proprietor may terminate the contract with the parents to provide educational services for the child.
- We will exercise professional judgement when setting our disciplinary action against pupils who are found to have made a malicious accusation against school staff. This may include being excluded from the school.

**3.2** The school **does not** use corporal punishment, nor ever threaten it. The school recognises corporal punishment is illegal in all circumstances. The school does not use sanctions which can adversely affect a child's wellbeing.

#### **4. INVESTIGATION OF INCIDENTS OF UNACCEPTABLE BEHAVIOUR**

- 4.1 All members of staff should act upon any incident of bad behaviour that they witness, or which comes to their attention. Members of staff can discipline pupils at any time the pupil is in School or elsewhere under the charge of staff, including on school visits. Staff can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. Action should be taken as soon as possible after the act and certainly before the end of that school day. If that member of staff is not the class teacher of the pupils involved, it may be appropriate to refer the situation to the class teacher(s), which must be done as soon as possible, and certainly before the end of that school day.
- 4.2 The class teacher(s) of all pupils involved need to be informed/involved in the response to any significant incident of bad behaviour which are recorded in the pupil profiles and/or electronic pupil log for each class.
- 4.3 Above all, it is imperative that we create an ethos where pupils are encouraged to talk and to trust that bad behaviour will be satisfactorily dealt with by talking to us. Pupils will often talk to their class teacher, but they may also choose to speak to other staff, parents or anyone else they trust.
- 4.4 Where it is appropriate to involve parents in such investigations, it will usually be right to involve the parents of all the involved pupils. If parents are to be involved, this should be done as quickly as possible after the incident and, wherever possible, by the end of the day on which the incident occurred. The Headteacher or if they are unavailable a member of the SLT must be consulted before involving parents.



4.5 Should a child be found to have made a malicious accusation against a member of staff, the Headteacher shall act in accordance with the individual circumstances of the case.

4.6 Staff keep written records of all investigations into significant incidents of bad behaviour, which are shared and stored in accordance with record keeping details below.

#### **4.7 Action involving the parents**

4.7.1 Informal discussions between the class teacher and the parents. It is essential that these discussions are recorded in the individual pupil's profile and the electronic password protected pupil log on the shared network.

4.7.2 In the event of significant misbehaviour, parents may be involved, but only following consultation with the Headteacher.

4.7.3 If a child is put on a report system, the parents are notified and involved in the process.

4.7.4 If the child is given an after-school detention by the Headteacher, parents will be notified and involved in the process.

4.7.5 A meeting with the parents attended by the Class Teacher and another senior member of staff. Such a meeting will be called following consultation with the Headteacher if it is felt that the bad behaviour of one or more children is significant and warrants it. The primary purposes of such a meeting are to discuss ways of improving the bad behaviour and to put parents on notice regarding the consequences of continuing bad behaviour. At the meeting, the parents will be told that should there be a continuation or recurrence of the bad behaviour, then the next step will be a meeting with the Headteacher. Following the meeting, a letter will be sent to the parents by the Headteacher summarising the meeting (a draft of the letter to be seen by the Headteacher before the letter goes out).

4.7.6 A meeting with the parents arranged by the Headteacher and attended by the Headteacher plus, where appropriate, the Class Teacher. At the meeting, the parents will be told that should there be a continuation or recurrence of the bad behaviour, then the next step will be more serious action, which may include temporary or permanent exclusion from the school. Following the meeting, a letter will be sent to the parents by the Headteacher summarising the meeting. The decision to permanently exclude a child would be made in consultation with the School Governors.

#### **4.8 Action involving outside agencies**

4.8.1 In more extreme cases, the Headteacher may contact external support agencies such as the Educational Psychologist and Family Support Worker (We have never had occasion to resort to this).

4.9 In cases where one or more sets of parents have been involved in investigations, the parents of all pupils must be contacted again at the end of the investigation so that all parties understand the action taken by the school. Wherever possible, the Headteacher must be consulted before contacting parents to inform them of the action taken by the school.

### **5. THE ROLE OF THE CLASS TEACHER**

5.1 The class teacher will treat each child fairly and enforce the School rules and the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

5.2 If a child misbehaves, the class teacher will apply one or more of the above sanctions according



to what is appropriate in the circumstances. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, in the event of serious misbehaviour, or in the event of the continuation of less serious misbehaviour, the class teacher will seek help and advice from the Headteacher.

- 5.3 The class teacher will report to parents about the progress of each child in their class, in line with school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **6. RECORD KEEPING**

- 6.1 It is the responsibility of the class teacher to ensure that written records are kept for each individual pupil. All incidents of significant misbehaviour must be recorded in writing in each individual pupil's profile and/or on the electronic pupil log, with an email being sent to the Headteacher to make them aware of the entry. Where the person making such a record is not the class teacher, copies must be given as soon as possible to the class teacher who will update the electronic pupil log.

## **7. THE ROLE OF THE HEADTEACHER**

- 7.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy (including sanctions) consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 7.2 The Headteacher will support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 7.3 The Headteacher keeps a record of pupil incidents, enabling her to identify and respond to patterns over time, and to record all significant action that has been taken to implement this policy.
- 7.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors has been notified, – Please see our standard Terms and Conditions.

## **8. THE ROLE OF PARENTS**

- 8.1 The School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 8.2 We explain the school rules in the Parents' Handbook, and we expect parents to read these and support them.
- 8.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 8.4 If the school has to use reasonable sanctions in regards to a child, parents are asked to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and failing this, the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.





## **9. FIXED-TERM AND PERMANENT EXCLUSIONS**

- 9.1 The Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 9.2 If the Headteacher excludes a pupil, we will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the School Governors. For further details please see our standard Terms and Conditions.

## **10. PHYSICAL INTERVENTION**

- 10.1 The administration of corporal punishment to a pupil is strictly prohibited by law. All staff have a duty to take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.
- 10.2 Physical Intervention is defined as the use of reasonable force to prevent children from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence) where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Where physical intervention has been used by a member of staff he/she must inform the Headteacher as soon as possible and record the incident in writing for the pupil's profile (kept by the class teacher) with a copy for the Headteacher. Parents need to be notified on the same day if at all possible and the Headteacher and the relevant member of staff will have a prior discussion as to how the parents are to be notified. A record will be kept in the School Physical Interventions folder in the Headteacher's office.

## **11. SAFEGUARDING AND WELFARE**

- 11.1 When considering the behaviour of a child, we consider whether the behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the School's Safeguarding and Child Protection Policy and Procedure, including Allegations against Adults. Staff also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, in which case we consider whether a multi-agency assessment is necessary.

## **12. MONITORING**

- 12.1 The Headteacher will monitor the effectiveness of this policy on a regular basis. They also report to the School Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 12.2 The school keeps a variety of records of incidents of misbehaviour which allows the Headteacher and other staff to monitor the impact and effectiveness of this policy and to identify patterns of misbehaviour. The Headteacher keeps a log of serious disciplinary issues. The class teacher flags any issues to the headteacher and in staff meetings. Pupil issues are always at top of the agenda in Staff meeting giving opportunity to track behaviour, discuss patterns and put in support where needed. We may use ABCC charts to raise awareness of the importance of



seeing patterns in antecedents in behaviour and communication. Sometimes we may use a behaviour book to track children behaviour through the day with different staff.

- 12.3 Behaviour IEP's (Individual Educational Programme) may be used to support the school's work (if deemed necessary).
- 12.4 It is the responsibility of the School Governors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **13. REVIEW**

- 13.1 This policy is reviewed by the Headteacher and the School Governors on an annual basis. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governors receives recommendations on how the policy might be improved. Whenever significant changes are made to this policy, these changes are communicated to staff, pupils and parents as is appropriate.