



Springhill Academy



SPRINGHILL
ACADEMY

Behaviour Policy

September 2019

Updated June 2020 – Covid-19 related

Date Completed: September 2019

Review Date: September 2020 and monthly onwards as appropriate

Springhill Academy

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe. This means:

- sitting children at desks that are far apart where possible
- ensuring everyone queues and eats further apart than normal where possible
- keeping apart when in the playground or doing any physical exercise
- visiting the toilet one after the other
- staggering break times
- putting guidelines on the floor in corridors
- avoiding unnecessary staff gatherings

In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our 'school rules' as explained in this policy.

We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour immediately.

However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.

Positive Behaviour Policy

At Springhill Academy we promote a high standard of behaviour and have a positive ethos where all members of the school community school are valued as individuals. We believe in encouraging the development of self-esteem, respect for others and self-discipline.

Emphasis is placed on positive reinforcement of behaviour through praise in accordance with the Behaviour Values of 'Reach High'. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour, and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

Aims

- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community feels valued and respected.
- To create an environment where good behaviour is modelled, encouraged, and reinforced.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To emphasise that **every** member of the school's community must behave in a considerate way towards others.

Springhill Academy believes that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, happy, secure and respected.

How Will We Achieve Our Aims?

- Meaningful praise and reward is the key to creating a positive atmosphere, where children have the opportunity to succeed.
- Establish a set of school rules that all children, staff and parents are familiar with and understand – **rules around social distancing and expectations will be delivered to all pupils upon commencement at school and at regular intervals.**
- Establish a praise and reward system that links the REACH HIGH values.
- Adults will lead by example and model good practice – **including modelling 2m social distancing and good personal and respiratory hygiene.**
- Appropriate circle times and assemblies will reinforce spiritual, moral, social and cultural development (SMSC) – **these will take place within classroom groups/bubbles with set adults or by Teams call involving the whole school.**
- All children will undertake Personal, Social and Health Education (PSHE) and SMSC learning throughout their mini-missions and other aspects of school.
- All children will be monitored for Nurture group /Pastoral Intervention – **children will be unable to access personal 1:1 intervention whilst being part of their 'bubble' in school**
- Behaviour management coaching will be available to parents and children – **by Zoom call if necessary/ videos created by our FLO.**
- Pupil 'buddy' system.
- Effective monitoring and accurate record keeping of incidents – **the behaviour log of any incidents which breach the behaviour system is kept on Teams and will be utilized by all staff. An email to SLT will follow where further action is required.**

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. ~~Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged and appropriately labelled to aid accessibility and reduce uncertainty and disruption.~~ **All furniture will be spaced 2m apart and children will have the use of their own set of equipment which must not be shared.**

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a warm, welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which ~~will enable the children to work and play in co-operation with others.~~ **pupils have missed out on during their time away from school.**

Consistent, meaningful praise should be used to encourage good behaviour as well as good work.

Rewards

Our approach to creating a positive ethos within the school is to treat children positively, by constructively praising them, offering them encouragement and consistently acknowledging their efforts achievements.

We will ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards including: -

- Classroom Star chart – **adults within the groups will be able to award children with gold stars but will not use personal named charts.**
- Stickers
- Postcards will be sent home to offer additional praise to those children who have gone above and beyond in their efforts in school.
- Special mentions during the Friday sharing assembly (~~parents are invited to attend~~) – **parents can not currently attend however we will continue to complete praise assemblies by Teams around school**
- Meaningful praise by staff (for demonstrating core learning values.)
- ~~Headteacher reward for 25 gold stars achieved; half termly Headteacher tea party for 50 gold stars achieved.~~
- Share good work with another class or member of staff – **sharing of good work and efforts will take place over Teams call on a Friday**
- Parents informed of good work – **by email**

As an acknowledgment and celebration of children's individual efforts and successes all classes will have the reward systems displayed in the classroom.

Consequences

When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a more positive outcome.

Consequences of inappropriate behaviour may be:

- A child's parents informed – **by phone call**
- With the support of an appropriate member of staff A 'learning journey' will be completed either verbally, written or drawn – **within the child's bubble**
- ~~Pastoral support during nurture groups~~
- Alongside parents we may discuss implementing an individual behaviour plan - **completed by telephone or Teams call**
- Loss of privileges (e.g. missing a break) – **to be completed with an adult within the child's bubble**
- Work may be finished at a playtime under supervision
- ~~The child may be sent to another class or a designated 'time out' area~~ **The child will spend time with a different adult within the bubble separated from peers**
- The child may be sent to the Headteacher – **only in serious circumstances will the Headteacher enter the 'bubble' of children within the group**
- A fixed term exclusion (following national guidelines)
- Permanent exclusion (this would only occur following a serious breach of school rules)

We will always impose appropriate, fair and effective sanctions that are relevant to the misdemeanor.

What happens for negative behaviour in school?

- Classrooms will display our school rules and values: work will be done on the expectations of children both inside and outside of the classroom – **this will also take place around new expectations in school regularly for all children**. If children do not follow these rules there will be a clear process for pupils to follow:
 - Children will be given ample time to modify their undesirable behaviour through quiet verbal reminders.
 - If children still choose to ignore these reminders, they will be required to place their name on the yellow spot (displayed in class) – **this will be written in whiteboard pen so that it can be removed**.
 - If children do not continue to show the expected behaviour, they will move their name to the amber spot.
 - If the behaviour continues to be an issue, children will be required to move their name to the red spot which will result in a 'red card'.

What Happens Following A 'Red Card'?

- A child who has received a red card **will meet with a member of the Senior Leadership team in exceptional circumstances but wherever possible this will be dealt with by group staff and/ or phone/ video calls with parents**. ~~or the Behaviour Support Manager to discuss their behaviour.~~
- At the end of the school day, the class teacher or ~~the Behaviour Support Manager~~ **member of SLT** will meet with parents to discuss what has happened – **2m socially distanced or by video call**. Parents will be asked to ~~sign~~ **agree** the red card. The red card will then be **kept securely given to the Behaviour Support Manager** so that it can be recorded – this is so any patterns of behaviour can be addressed and supported according to the child's needs.
- If a child receives three red cards in KS2 or five red cards in KS1, during a half term, a member of the Senior Leadership Team – **by video call or by phone call** - will meet with parents to discuss the behaviour of their child and how we can best support the child in showing positive behaviour in school.

- Should a need be identified, a plan of nurture and/or behaviour support will be offered through either the Special Educational Needs Co-ordinator (SENDCo) or the Family Liaison Officer **but will not meet on the school site** ~~or Behaviour Support Manager.~~
- If the school still does not see a positive change in the behaviour of the child and behaviour remains issue, this could result in ~~'internal support'~~ or exclusion from school – **this will be in place of an internal support as we are unable to safely offer internal support away from the child's group/ 'bubble'.**
- Red cards can be issued straight away, without going through the stages, for serious behaviour incidents. This would include: deliberately hurting of others; peer to peer abuse; foul language, bullying, racism, homophobia – **or for a deliberate and serious breach of the new school socially distancing measures and/or deliberate disregard for the safety of staff and pupils i.e. spitting.** Red cards can only be issued by a teacher. ~~or the Behaviour Support Manager.~~
- ~~Red cards awarded during after school clubs are separate to red cards during the school day. If a child receives more than 2 red cards during an After School Club, the Senior Leadership Team will meet to discuss possible exclusion from the club.~~ **There is currently no before or after school club provision.**

Peer on Peer Abuse (see Safeguarding policy and KCSIE 2018)

All staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” all peer on peer abuse is unacceptable and will be taken seriously. Through DSL discussion, if behaviour incidents are deemed to be peer on peer abuse, a safeguarding concern should be raised immediately through My Concern. Designated Safeguarding Leads (DSLs) will then give advice and support regarding strategies and interventions required for all children involved.

Peer on peer abuse can take different forms such as – (this list is not exhaustive):

- *sexual violence and sexual harassment. (Part 5 of Keeping Children Safe in Education 2018 sets out how schools and colleges should respond to reports of sexual violence and sexual harassment)*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;*
- *sexting (also known as youth produced sexual imagery):*

All staff should have a proactive approach to minimizing the risk of peer on peer abuse through dealing with behaviours consistently; putting a stop to them quickly; taking disclosures of abuse seriously and treating them as safeguarding concerns; engaging children in critical thinking to explore messages and propaganda they may have picked up online or through the media.

Staff should identify areas that may be hotspots for peer to peer abuse and assessments will be undertaken as appropriate - such as toilets – times of day etc. At Springhill Academy, a risk assessment has been undertaken (September 2018) to identify and mitigate risk. – **all playtimes/ lunchtimes will be spent in set groups and supervised by that group's adults. Toilets will be used one at a time with no exception to this rule.**

Positive Handling / Reasonable Force

Where a pupil's behaviour causes a safeguarding issue for themselves, another pupil or a member of staff. Adults may need to use reasonable force in order to prevent harm or damage.

Covid-19 Update

“This is a particularly challenging aspect of our policy at this time whilst we follow Trust and government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort. For pupils with significant SEND and behavioural needs where positive contact is routinely used we will amend these plans where possible to use alternative strategies. Focused work will be carried out where appropriate to help these pupils to understand how they will be supported differently from the ways they may have become used to. Staff working with these pupils will also be expected to consistently apply these strategies.

Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm. In these instances, this will be carried out in accordance with the guidelines within this policy.”

Where a child’s possible behaviour may cause this concern, a risk assessment will be carried out in order to judge the safety of that child and the staff responsible for them within their ‘bubble’. Attendance at school is not yet mandatory and therefore a choice should be made as to whether home learning will be the safest option for said pupils.

All staff are aware of the DFE reasonable force guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Trained Staff: Six members of staff have undertaken the Positive Handling Team Teach Training in September 2018, which remains ‘current’ for the next three years.

Reasonable Force: The use of reasonable force is always the last option where other strategies have not de-escalated the situation.

Where reasonable/ positive handling has been used staff / witnesses will record this and the record will be shared and signed by the child’s parent/ carer. Further information can be found in our ‘Positive Handling Policy’.

All cases of positive handling reasonable force will be discussed by SLT to be reviewed for strategies in the future.

Exclusion Procedures

Listed below is a ‘Level’ procedure of exclusion consequences the Headteacher will use to respond to pupils who have chosen to go beyond the levels of the system above (Consequences system):

- **LEVEL 1:**
 - 1st and 2nd fixed-term exclusion (typically 1-3 days)
 - Parent(s) or carer(s) contacted and informed of the exclusion as soon as possible after the incident.
 - School Administrator prepares Exclusion Level 1 letter for Headteacher to sign
 - School Administrator posts ~~hand-delivers~~ letter to parents and puts a copy in the child’s files.
 - Headteacher will complete the following actions:

- Headteacher meets the child with parent(s) / carer(s) following the exclusion and before the child is readmitted to school – **either by video call or by appointment in a segregated area of the school and always socially distanced.**
- The Headteacher agree and implement Individual Behaviour Programme or risk assessments with the child and the parent(s) / carer(s).

▪ **LEVEL 2:**

- 3rd fixed-term exclusion (typically between 2-5 days);
- Same process as Level 1
- Headteacher discusses case with Local Authority Senior Officer and a possible meeting will be called with parents and Senior Officer to discuss any other options available for the child to access learning – one to one, restricted timetable, managed move etc.

▪ **LEVEL 3 – PERMANENT:**

- Permanent exclusion – the child’s place at school will be terminated.
- Same process as Level 1
- Headteacher informs Local Authority Senior Officer

The Headteacher will usually work through Levels 1-3 in order. In the case of serious incidents, the Headteacher is authorised by the Governing Body to use whichever step she deems appropriate.

SEN and behaviour

Where a child has identified Special Educational Needs (typically documented by an EHCP), or there are serious child protection concerns which would likely place the child at risk of serious harm if permanently excluded, the Headteacher may refer a case to a Pupil Discipline committee of the Governing Body and to the Inclusion team at Staffordshire county Council to determine whether a permanent exclusion is appropriate.

Any children with specific behavioural needs will work with the SENDco and Family Liaison for a tailored behaviour plan/risk assessment where required. (See Appendix 1).

All school staff will:

- Provide a consistent approach across the whole school
- Model appropriate behaviour – **especially regarding 2m socially distancing and good personal and respiratory hygiene.**
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Communicate any concerns of a child’s Social, Emotional, behavioural concern to the Pastoral Team (SENDCo, Family Liaison Officer, ~~Behaviour Support Manager~~ and/or a member of the Senior Leadership Team).
- Follow the agreed behaviour policy and support each other in doing so.
- Take the child’s views into account.

All children will be encouraged to:

- Treat others as they would like to be treated – **with special attention to the social distancing measures in order to protect themselves and their fellow pupils.**
- Respect others, regardless of age, gender, race, ability and disability.
- Accept responsibility for their choices.
- Follow the agreed behaviour expectations – **including those in the agreed update of this behaviour policy.**
- Follow school rules.
- Demonstrate good manners and self-discipline.
- Take care of their personal appearance and belongings – **and do not share these with others under any circumstance.**
- Work ~~collectively~~ **respectfully** within their class.
- Respect school property

Parent/Carer Responsibilities:

Support the school in order that children receive a clear and consistent message regarding behaviour at home and school – **especially regarding social distancing and hygiene. This must be encouraged both at home and at school.**

- Support and encourage their child's learning.
- Inform the class teacher or Family Liaison Officer should behaviour concerns arise at home.

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school.
- Ensure the health, safety and welfare of all children in the school – **through a risk assessment process which is revisited and adapted where necessary.**
- Celebrate examples of exemplary behaviour with the whole school – **through Teams calls to the pupils and staff.**
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.

Summary

- We will show respect to everyone and consider their views.
- We will celebrate our differences.
- We will look after each other and try to be honest.
- We will try to peacefully solve disagreements.
- We will use good manners and be helpful to everyone.
- We will listen carefully to each other and try our very best in all we do.
- We will move around the school quietly and safely – **always adhering (as much as is possible within the age range of pupils) to the 2m socially distance rule.**
- We will take care of our school property and belongings – **and not share these with others.**
- We will show respect for ourselves – **and that of our peers and staff for everyone's safety.**

Staff Development

As part of their induction, **and upon the return to school**, new **(and current)** staff will be made

conversant with this policy for positive behaviour and asked to follow the procedures at all times.

Linked policies

This policy and procedures should be read in conjunction with other related school policies, including:

- SEND Policy
- Safeguarding & Child Protection Policy
- Behaviour Non-Negotiables for Staff
- Positive Handling Policy

Policy Review

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Signed: Headteacher – Mrs Nikita Silvester-Grant Date: 06.06.2020

Signed: _____ Date: _____

Appendix 1

Risk Benefit Analysis



Name:

Activity:

DOB:

Date completed:

Benefits of participation in activity:	Significant hazards / risks associated with the activity:	Control Measures:

Parental Authorisation:

Sign: _____

Print: _____