

Springhill Primary Academy



Behaviour Curriculum

September 2025

Springhill's Behaviour Curriculum

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

Emphasis is placed on positive reinforcement of behaviour through praise in accordance with the Behaviour Values of 'Reach High' – Resilient, Enthusiastic, Aspirational, Courteous, High-achieving, Happy, Independent, Go-getting and Healthy. Children's confidence and self-esteem are developed through encouragement and recognition of these expected behaviours.

This curriculum sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which explicitly teaches, encourages and reinforces pro-social behaviour, and therefore fosters positive attitudes. In addition, it sets out the consequences for non-social behaviour, should it arise. 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 foster an environment in which everyone feels safe, happy, secure and respected.

What are our overall aims?

- Meaningful recognition, praise and reward will create a positive school atmosphere, where children feel valued and respected.
- Share our school expectations so that all children can understand and meet them.
- Establish a recognition and reward system that links to our Reach High values.
- Adults will lead by example and model good practice at all times.
- Appropriate class discussions and assemblies will reinforce spiritual, moral, social and cultural development (SMSC)
- All children will undertake Personal, Social and Health Education (PSHE) and SMSC learning throughout their mini-missions and wider aspects of school.
- All children will be monitored for nurture group opportunities /pastoral intervention
- Behaviour management coaching will be available to parents and children.
- Effective monitoring and accurate record keeping of behaviour consequences.

Curriculum Foci

1. Why a behaviour curriculum and not a policy?
2. What do we know about our children and their behaviour?
3. How will we educate our pupils?

Why a behaviour curriculum and not a policy?

At Springhill Primary Academy we understand that children need to be taught how to achieve. We teach children how to succeed in Maths and English using deliberate strategies and we believe that behaviour should be no different. All adults will teach and model to our pupils the pro-social behaviour we wish to see in them; by seeing it, children can mimic, practice and then master it.

Adverse Childhood Experiences (ACEs) are negative experiences which can harm the brain development of a child. Some examples of these traumas are, substance use within the household, exposure to domestic abuse, neglect and instability in the household. If a child encounters an adverse experience or multiple experiences during their childhood, this may damage how a child reacts to environments, stress and relationships. We understand that many children might be living with the effects of ACEs and they may need to be taught how to meet behaviour expectations because of their past experiences. We will, through our curriculum, aim to teach, nurture and explain in order to overcome the barriers which may have been created through trauma.

It is vital that children are able to explain their own behaviour and the feelings they have inside. In order to do this, we will endeavour to teach children the language they need. Emotional literacy will enable the children to describe what led to their behaviour, how they are or were feeling and ensure adults understand. When children master the language related to their feelings, they will eventually develop emotional agency. This means that our pupils can understand the feelings of themselves and others, manage their feelings in a positive way and then be able to empathise with others.

Our curriculum sets out to ultimately educate children on their own and others' feelings, behaviour and the impact these can have on others within our school.

What do we know about our children and their behaviour?

All children are unique. This will mean that the way in which we speak with and relate to them will need to be slightly different based on what we know about them from the relationship we have with them. Fundamentally, this means that some children will need additional support and intervention to meet the same expectations as everyone else. This could look like:

- A greater amount of discussion time.
- Role-play through situations
- 'Playing out' social situations.
- An adult support to talk, describe and understand.
- Greater calm down time
- A variation in tone
- Distraction techniques

By providing this, we are ensuring that our pupils receive behaviour equity. Equity means that all children, regardless of their previous experiences, additional needs or the environment in which they live, are given what they need to reach the same expectations as everyone else; it does not mean that all children receive the same – this would be unfair.

Children who are rewarded regularly can often begin to only complete a task for a reward. This inevitably leads to a situation where if no reward is offered, there is no motivation to complete said task. We wish to create a community where children are internally motivated to succeed. Internal discipline is the key to future, life-long success and we aim to build this in our children through our curriculum. Therefore, material rewards such as toys, sweets etc., will not be offered as a reward for good behaviour or work. The aim is that the feeling of being recognised and pride in oneself will stay with a child far longer than a prize.

How will we educate our pupils?

Expected Behaviours

At Springhill, we have a set of expected behaviours (Appendix 1). These are shared with and understood by all pupils. They link to the Reach High values we hold at school and inform all we do. The aim of having expectations is that all children can meet them. These expectations are in place for pupils, staff and parents so that everyone understands and can be accountable for their behaviour.

Zones of Regulation – Emotional Education

At our school, we use the Zones of Regulation framework as a proactive approach to support emotional wellbeing and positive behaviour. This programme helps children develop self-awareness, emotional vocabulary, and regulation strategies by categorising feelings into four coloured zones:

- Blue Zone – low states of alertness (e.g. sad, tired)
- Green Zone – calm, focused, ready to learn
- Yellow Zone – heightened alertness (e.g. anxious, excited)
- Red Zone – extreme emotions (e.g. anger, panic)

Implementation in School:

- All staff use the Zones language consistently to help children identify and express their emotions.
- Each classroom has a Zones check-in system (e.g. morning, after lunch) to encourage regular emotional reflection.
- Pupils are supported to build a personal toolkit of strategies for each zone, promoting independence in managing their feelings.
- Staff model emotional regulation by sharing their own zones and strategies.
- Behaviour incidents are approached through the lens of emotional regulation, helping children understand triggers and develop coping mechanisms.
- There is no 'bad' zone – all emotions are valid. The focus is on helping children manage their responses appropriately.

This approach aligns with our values of kindness, responsibility, and resilience, and supports a nurturing environment where children feel safe, understood, and empowered to succeed.

Rewarding Behaviours

Across our school, we have recognition boards for children. It is our aim that children are excited to meet the expectations of school and have their efforts recognised. Throughout a school day or week, all adults around school and in class will be looking out for children who go 'above and beyond' both for themselves and others. When this behaviour is recognised, they are added to the recognition board. This way of working encourages all children to support each other to be recognised for their efforts and exemplary behaviour. Because we insist upon high-standards of behaviour and an atmosphere of mutual respect, if a child reaches stage 3 of the behaviour script (Appendix 2) then their name is removed from the recognition board. This is because, by this point, a child will have been given the opportunity and support to turn their behaviour around and by not doing so they are behaving in a way that is both detrimental to learning and disrespectful towards adults. On Fridays there is a 15 minute class-based celebration assembly where the teacher can share the achievements that they have recognised and children can recognise achievement in others. This is then followed by a 15 minute rewarding activity for any child that is on the recognition board. Any child that is not on the recognition board will complete a goal-setting activity where they will have to explain how they are going to get on the recognition board next week. When the whole class has shown that they have been recognised, the teacher can choose a rewarding activity for them to complete i.e., a sporting activity, additional IT time, creative activity. There is no time scale to this, and it is at the teacher's discretion. This is because the teacher knows the children best and their relationship is key to building future positive behaviours.

As well as the recognition board, there may be times that children have shown exceptional pro-social behaviour, gone above and beyond in a different way or improved a certain aspect of their behaviour where before they may have struggled. In this scenario, we may send a thank you postcard home, text a parent/ carer to share our recognition of this or spend some time with the child talking about their achievement. As mentioned previously,

each child is unique and therefore the reward they may like to receive will equally have to be different for each individual. Occasionally, we will share acts of recognition on our social media pages. Additionally, those children who go above and beyond will be invited to Hot Chocolate Fridays to celebrate their accomplishments.

We understand that celebrating our children's achievements is important to build their self-esteem and internal motivation. Therefore, in addition to the weekly celebration assembly, during the year there will be set times for each class, approximately three times per year, to conduct a celebration of their work. This will be held in their classroom or the hall space and their parents will be invited along to attend. It will be an opportunity for the teacher to share:

- Highlights of the term/ half term so far
- Class books
- Pictures of events within school
- Children's voice of their own and others' achievements

Restorative Actions

We recognise that at times, children may make a mistake and not meet the school expectations. In this situation, we will work towards restoring a child's behaviour, by working on their emotional literacy, helping them to understand their feelings and also the impact that the non-social behaviour has had on others around us. These restorative actions should ensure that as children grow and mature they are far more likely to work towards emotional agency where they can understand their own and others' behaviour and be able to empathise with those around them.

Appendix 2 and Appendix 3 for Early Years, shows the process that all school staff will follow when working with our pupils in the classroom. This allows staff to work consistently and unemotionally and ensures a calm working environment for all pupils. If after following the behaviour process a child's behaviour has not changed, or if a child has shown non-social behaviour outside of this process or to a high level without warning, staff will look at providing either a protective and/ or an educational consequence.

The class teacher will complete a section on our Restoration Log for the child. A parent/ carer will be notified if a child's restoration log has been completed that day either by phone, if time allows, or at the end of the school day. This document discusses the following information:

- Date & time
- Details of the incident
- Who has been impacted by it
- Immediate action taken
- Perceived function of the behaviour

If the incident involves a child causing harm to others or themselves, we may put a protective consequence in place. This may be one or some of the following:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off-site activities
- Different teaching space
- Different resources

We will then work as a staff team to rebuild the relationship between the pupil, the staff team and the children. It is vital that the pupils understand the impact that their behaviour has had on both them or others. We will do this through an educational consequence.

An educational consequence teaches a child how to meet the expected behaviour we wish to see. This may be one of some of the following:

- Learning the relevance of and completing tasks
- Rehearsing and practising behaviour expectations
- Assisting with or planning for repairs
- Educational opportunities to increase understanding
- Researching the implications of shown behaviour

- Conversation and exploration

It is important that children see the value in their educational consequence. Both the class teacher and a member of SLT will work with the pupils on educational consequences; it will not be based on hierarchy within the school. Everybody is responsible for teaching our children what is expected, just as is the case with core subjects in class. All protective and educational consequences will be evidenced and kept in the restoration logs. This is revisited with the child at any point another behaviour incident occurs. They will be used as a learning tool to discuss previous consequences and how behaviour can be changed in the future.

Suspensions & Exclusions

We may, on rare occasions, use suspensions at school. This is a fixed amount of time that a child must stay at home rather than attend school. These will only be used as a last resort where all other methods to restore behaviour have failed. We understand as a school that suspensions do not consider a resolution for issues the child may be facing. The suspension will be used as a time to look at other options for the child so that we are actively aiming to restore a child's positive school experience and pro-social behaviours. We may look at:

- Staffing
- Environments for teaching
- Alternative timetable within school
- Reducing a child's timetable temporarily
- Attending an alternative provision off-site

All of these options ensure that a child remains in education and that the education they are receiving is suitable for them whilst also creating a conducive environment for other pupils within the school.

In absolute extreme circumstances, it may be our only option as a school to permanently exclude a child. This will only be an absolute last resort and after all other avenues have been explored with both with child and their parents/ carers. School exclusions can have a detrimental impact on a child's later life, and we wish to avoid this whenever possible.

Behaviour beyond the school gate

As outlined in **Section 14 of Behaviour and Discipline in School** "Disciplining beyond the school gate covers the school's response to all non criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

If one of the following prerequisites are met the school can apply a proportional consequence for the "bad behaviour" that has taken place outside of school:

any bad behaviour when the child is:

- o taking part in any school-organised or school-related activity or
- o travelling to or from school or
- o wearing school uniform or
- o in some other way identifiable as a pupil at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- o could have repercussions for the orderly running of the school or
- o poses a threat to another pupil or member of the public or
- o could adversely affect the reputation of the school.

In these circumstances the headteacher will always consider whether it is appropriate to contact the police or youth offending team.

Positive Handling

In order to ensure the safety of all pupils we do not adhere to a no-contact approach. There are times when, for the safety of children, a teacher might need to use reasonable contact to manage a situation. Our policy of physical contact is in line with the “Use of reasonable force” advice document from the DfE [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/Use_of_reasonable_force.pdf).

Key Principles are outlined below:

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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. 2 Section 93, Education and Inspections Act 2006 5
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment

Once situation requiring force has been resolved, and there is not longer a present risk of harm, contact **must** cease. For example, a teacher may use physical contact to break up a fight but must not make contact with children to bring them into the school building.

Incidents of positive handling will need to be recorded in the positive handling record and parents must be made aware if positive handling was needed.

Positive Handling Plans

If there is a child who may require regular handling for their or others safety a meeting will be held with parents to create a positive handling plans.

Appendix 1

Behaviour On A Page

All children will:

- Speak to peers and adults with respect and kindness.
- Respond to the register with “Good morning/afternoon”
- Have eyes on the teacher after “1,2,3 Eyes On Me”.
- Raise their hand with they wish to contribute to discussion / ask a question.
- Sit with all 4 legs of their chair on the floor. (EYFS/KS1: 6 legs and TNT)
- Use “Wonderful Walking” whenever they are moving around the school. (Hands behind back and head up proudly.)
- Work at an appropriate volume for a given task (as directed by a teacher).
- Resolve disputes with respect and avoid confrontation by seeking out an adult.

All adults will:

- Greet children with their name upon arrival at school / classroom. “Good morning _____”
- Model “Wonderful Walking” when moving around school, at all times.
- Recognise positive behaviours using the recognition board.

- Treat all children and colleagues with kindness and respect.
- Remain unemotional when dealing with behaviour.
- Upon setting children on task, make the expectations for behaviour clear. (“How?” steps articulated, time limit given and level of talk required.)
- Follow the behaviour script to address behaviours not conducive to learning.
- Talk positively about pupils and share successes – this includes private conversations in the staffroom.

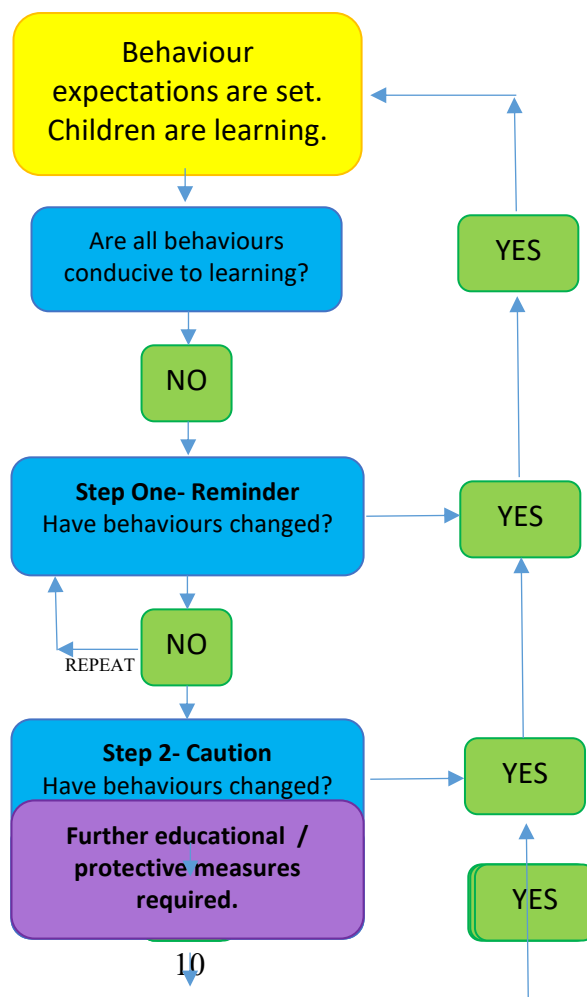
Appendix 2

5 Step Behaviour Script

Reminder	A whole class reminder which does not address a child specifically. Reiterate the behaviour expectations and what you are looking for. Repeat this stage for minor adjustments if necessary. Use your initiative. “1,2,3 Eyes on me. Just to remind you that this activity requires independent work. You have 10 minutes to complete the first 3 questions in silence.” “1,2,3 Eyes on me. Please remember that this task requires silent focus.”
First Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outline in consequences if they continue. “[Name] You need to be silent for this task, so we are not distracting others and so that I know the work in independent. If you are not silent, we will need to have a conversation at break/lunchtime about your choices. Think carefully about your next step.”
Second Caution (and consequence)	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and remind them of previous good examples of their behaviour. “You need to understand that every choice has a consequence. What choices have you made today that have caught my attention? If you choose to do this activity as I have asked that would be fantastic. Do you remember last week when you focused so well in our spelling test? That is what I want to see again today.” Always attach “We will meet for 2 minutes at break/lunch to discuss the choices that you have made.” This cannot be removed, substituted, forgotten or removed. 2 Minute meeting script:

	"Can you explain the choices that you have made in this lesson?" "What have been the consequences of your choices?" "What do you think we can do to avoid this happening again?" "What am I going to see from you next lesson?"
Re-set time out	A short time (around 5 minutes) either outside the classroom or in a quiet area of the room. This is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. At the end of the time out have a conversation about being ready to return to the task. "What positive changes can you make so that you can be successful?" "Do you feel that you are in the right frame of mind to return to your learning?"
Repair	This is a more extensive session where the child needs to repair the mistakes they have made. - Completing work that was missed due to misbehaviour. - Training in how to sit for assembly. - Explaining to [class or group that witnessed behaviour] why it is important to follow the rules. - Meeting with parents to explain behaviour choices.

Appendix 3 - Behaviour Script Flow Chart



Restorative practices

In all instances, staff should be using restorative practice to support the behaviour. Restorative approaches are based on four key features:

- **RESPECT:** for everyone; by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** developing the skills so that they have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem

Restorative conversations can only take place when a child is regulated. In order to do this, they may require time. Staff must use their own judgement for this and employ the school wide initiatives such as zones of regulation toolkits and de-escalation plans. Restorative conversations should follow a clear, systematic structure. This approach enables the child to feel safe and supported. Try to have this conversation in a private place. (Restorative conversation sheet attached)

1. What happened?
2. How were you feeling?
3. What was the impact of your choice?
4. What can you do to make it right?
5. What will we do differently next time?

Ensuring engagement in this conversation may look different from child to child. For example, a child may not be comfortable with the social intensity of a 1:1 conversation. The conversation may need to happen over a low-intensity activity like playdough or colouring. Other children may feel more comfortable opening up on a walk around the school / playground.

Natural Consequences

Where possible, use natural consequences:

- You broke something - You fix it.
- You didn't do your work - You do it now.
- You misused equipment - You don't use it anymore (or for a fixed period of time.)
- You made a mess - You clean it up.

Children leaving the classroom

Children should not be sent out of class indefinitely for any behaviour incident. Doing so signals to children that either the member of staff cannot handle them or do not want / like them. When needed, the children can step out of class to regulate their feelings or give teachers time to regulate their own feelings, but this should be for a set time frame (two to ten minutes) and followed by a restorative discussion.

Behaviour Level Guide

Level 1 Behaviour	Possible Consequences
• Not completing sufficient work in class • Throwing items in the classroom • Failure to complete work to an appropriate level • Littering • Not paying attention • Talking at inappropriate times • Running in the corridors • Not lining up quietly • Deliberately failing to follow instructions	Dealt with by the adult encountering the behaviour. • Non-verbal cue • Verbal reminder of expectations • Warning • Restorative conversation • Natural consequence
Level 2 Behaviour	Possible Consequences
• Unkind words used towards another student/staff member • Teasing/taunting classmates • Repetition of any low-level behaviour • Verbal or physical abuse towards a member of the school (including via the internet).	Dealt with by the class teacher. • Verbal reminder of expectations • Warning • Restorative conversation • Natural consequence
Level 3 Behaviour	Possible Consequences
• Repetitions of any mid-level behaviour • Repeated verbal or physical abuse towards a member of the school (including via the internet). • Fighting • Deliberately damaging property or the property of another student • Racist / homophobic behaviour – Derogatory or discriminatory language and actions towards anyone • Serious deliberate physical assault another child or staff member • Major theft (money, valuable item) • Bullying	Dealt with by the class teacher alongside SLT. • Warning • Restorative conversation with class teacher and SLT • Damage to property may require parents to pay for the damage. • Physical acts may require protective consequences to safeguard other children. • Potential external exclusion