

Springhill Primary Academy



Behaviour Curriculum

September 2024

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.

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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.

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 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.

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/612222/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 resent 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 plan.