

Springwood Infant and Junior School Federation

TOGETHER WE LEARN, TOGETHER WE GROW



Springwood Federation Behaviour Policy

Statutory Policy

Approved By: **Governing Body**

Effective Date: **September 2025**

Review By: **January 2026**

**Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud**

Springwood Federation Behaviour Policy

(to be read in conjunction with the Keeping Children Safe in Education 2024, the DfE's Suspension and Exclusion guidance, the DfE's Behaviour in Schools September guidance, the Education and Inspection Framework, Safeguarding Policy, Child on Child Policy, SEND Policy, Antibullying Policy, SRE Policy, Attendance Policy, Equalities Policy and the Mental Health and Wellbeing Action Plan)

Good behaviour in schools is central to a good education. Springwood strives to create a culture where children and staff flourish in safety, positivity and dignity, and this culture permeates through every aspect of school life.

Therefore, at Springwood, our shared vision is to develop independent, self-regulated and confident children who are well prepared for the next stages of their education.

All staff, children, parents and governors aim to value and respect each other whilst nurturing a love of learning.

Our school values have been adopted by the school community of children, parents, teachers and governors and we seek to uphold them at all times:

- 1.) Stay Safe**
- 2.) Treat others how you wish to be treated**
- 3.) Try your best and be proud.**

Conduct we wish to encourage

We all need to have a common understanding of what good manners and conduct are so that we can learn and grow together. This conduct should encompass the British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with Different Faiths and Beliefs. It also needs to be age-appropriate across the primary range from 4-11 years. Conduct we encourage, support and develop are:

- Self-control and use of self-regulation strategies when appropriate
- Respect for all adults, peers and property
- Appreciation of others, irrespective of family background, culture, ethnicity or religion
- Politeness
- Demonstrating understanding and empathy towards others
- Pride in academic and personal achievements
- Use of metacognition strategies, independence and learning behaviours
- Co-operation and collaboration (listening to others, expressing opinions appropriately, compromising and reconciling any differences)
- Personal tidiness and hygiene
- Care for the environment (inside and outside the classroom/school)
- Proactive and self-driven attempts to be 'even better'
- Excellent attendance and punctuality

We must all work actively together to encourage and model good conduct.

Springwood uses extrinsic rewards as part of the drive to embed intrinsic motivation. Therefore, children will move from the tree of expectation to the sun, to celebrate when they demonstrate/model 'over and above'/exceptional behaviours. They will be rewarded by putting their names onto the sunshine and have a special card marked to monitor the number of occasions that they behave at this level. Their behaviour will be celebrated in different ways as detailed below:

Number of stamps on card	Member of staff to celebrate with
10	Sticker from Jasmine Barnes
20	Band from Jo Reed/Elle Jones
30	Sunshine Badge from Declan Curry
40	Medal from Charlotte Stevenson
50+	Trophy from Jo Livingstone

In addition to the above, staff will recognise, nominate and celebrate with parents, children who have demonstrated the value 'Try Your Best and Be Proud'.

To continue to embed the school values and to raise the commitment to the Springwood family, senior leaders will recognise when whole classes work together to demonstrate the values.

Behaviour is a Communication of Need:

All adults across the federation will use these phrases if a child is displaying dysregulated behaviour:

- 'Name of child' I can see that you are cross/excited/disappointed/frustrated...
- I wonder if you need some help/a drink/something to eat/some time out?
- I wonder if you can tell me how your body feels?
- Oh, it looks like you're finding that really tricky. I'm so sorry, let me help.
- I imagine that must be really hard for you/ I can see you are struggling.
- I know it is really hard when... (things end/you don't get picked/you have to wait)/I can see that is hard.

Further language referencing Trickbox strategies to be applied as appropriate.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred. For example, the child may have suffered bereavement, have experienced abuse or neglect, have mental health needs, have been subject to bullying, have needs including SEND (including any not previously identified), have been subject to criminal exploitation, or be experiencing significant challenges at home.

Therefore, response to behaviour may have various purposes. These include:

- **Deterrence:** sanctions can often be effective deterrents for a specific child or a general deterrent for all children at the school. 'Natural consequences' may act as a deterrent for children for whom a personalised approach is required.
- **Protection:** keeping children safe is a legal duty of all staff. In response to inappropriate/unsafe behaviour, a protective behaviour may be actioned, e.g. removing a child from a lesson, may be immediate or after assessment of risk.
- **Improvement (often including restorative elements):** to support children to understand and meet the behaviour expectations of the school and reengage in meaningful education. Children will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Children should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

We understand that sometimes children make mistakes. Therefore, we must all actively work together to prevent and address all inappropriate/unsafe/abusive conduct including:

- Bullying/cyberbullying
- Aggression (verbal, physical and child on child)
- Prejudiced based and discriminatory behaviours/bullying
- Derogatory language
- Disrespect of people and property
- Complacency/under achievement due to lack of engagement/effort
- Defiance and disruption
- Radicalisation/extremism and use of materials/websites which promote this way of thinking
- Dishonesty, stealing and cheating
- Sexual harassment
- Sexual abuse
- Sexual violence

The Antibullying Policy, Safeguarding Policy, Child Protection Policy, Equalities Policy and Child on Child Policy should be referenced for procedures regarding the above.

All adults working within the Federation will follow a consistent approach to ensure that children uphold our values. Below is an overview that all adults will use when working with children who are demonstrating, through their behaviour choices, a communication of need. Note that each session will be a 'fresh start' for all children, unless a personalised Individual Behaviour Management Plan (IBMP) or risk assessment is in place. Staff will model the expected reflection using language from the tables on the next pages.

1	Brief discussion with child regarding the behaviour and confirm child is aware of expectation. Ensure all language is clear and concise and use sentences/key phrases/terminology from this policy.
2	If the child still does not make the correct choices, move the child's name to the 'pond'. Encourage child to make the correct choices, so that their name can be moved back to the tree prior to a sanction being issued. Note some behaviours result in immediate intervention – refer to sanction and parental involvement sections in the flow chart below. Ensure all language is clear and concise and use sentences/key phrases/terminology from this policy.
3	If the child has still not been able to correct their behaviour, then a consequence will be issued. (see flow chart below). Ensure all language is clear and concise and use sentences/key phrases/terminology from this policy

Staying Safe			
Intervention level	Behaviour	Example	Consequence
Classroom intervention	I did not keep myself safe...	Because... e.g. I am: Not using the equipment safely (climbing frames, tree climbing etc)	The adult will give me a verbal reminder about the expectation and I will move my name down the trunk of the tree. If my behaviour is repeated for a second time in a lesson/break time, you name will be moved to the pond.
Sanction	I did not keep myself safe...	Because... e.g. I am repeatedly: Not using the equipment safely (climbing frames, tree climbing, running away from an adult) despite verbal warnings/reminders	EYFS Two minutes lost play (immediate) Y1/2 Five minutes lost play Y3/4 Seven minutes lost play Y5/6 Ten minutes lost play
Parental Involvement	I did not keep myself safe... Physical assault	Because ... e.g. I have been: - Involved in rough play which has hurt other children - Not using kind hands and feet	DHT/EHT intervention, notification to my parents by telephone followed by a text message

Treat Others How You Wish to be Treated			
Intervention level	Behaviour	Example	Consequence
Classroom intervention	I did not treat others as they wish to be treated	Because... e.g. I am: • Answering back to an adult • Rolling my eyes • Not listening to an adult • Having a verbal disagreements/arguments with my friends • Engaging in rough play Copying others, making poor choices or provoking others	The adult will give me a verbal reminder about the expectation and I will move my name down the trunk of the tree. If my behaviour is repeated for a second time in a lesson/break time, my name will be moved to the pond.
Sanction	I did not treat others as they wish to be treated	Because... e.g. I am repeatedly: • Answering back to an adult • Rolling my eyes • Not listening to an adult • Having a verbal disagreements/arguments with my friends • Engaging in rough play • Copying others, making poor choices or provoking others • Swearing Damaging classroom items	EYFS Two minutes lost play (immediate) Y1/2 Five minutes lost play Y3/4 Seven minutes lost play Y5/6 Ten minutes lost play
Parental involvement	I did not treat others as they wish to be treated	Because... e.g. I am: • Discriminatory language/Prejudicial language • Engaging in rough play causing injury to others • Damaging classroom items	DHT/EHT intervention, notification to my parents by telephone followed by a text message

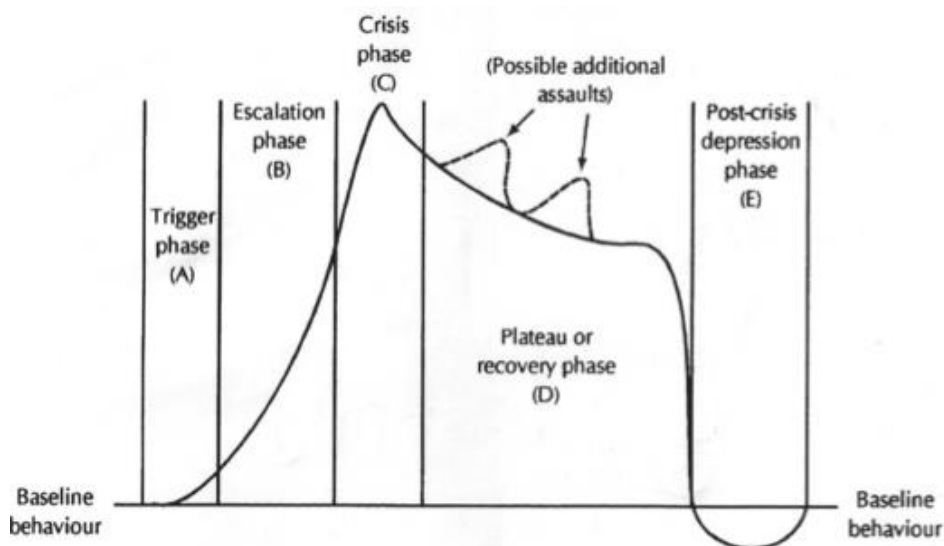
Try Your Best and Be Proud			
Intervention level	Behaviour	Example	Consequence
Classroom intervention	I am not trying my best	Because... e.g. I am: • Not telling the truth Avoiding work	The adult will give me a verbal reminder about the expectation and I will move my name down the trunk of the tree. If my behaviour is repeated for a second time in a lesson/break time, my name will be moved to the pond.
Sanction	I am not trying my best because	Because... e.g. I am repeatedly: • Cheating during lessons/Not completing the work by myself and copying other • Leaving the classroom without asking an adult Avoiding work	EYFS Two minutes lost play (immediate) Y1/2 Five minutes lost play Y3/4 Seven minutes lost play Y5/6 Ten minutes lost play
Parental involvement	I am not trying my best	Because... e.g. I am repeatedly: • Cheating during tests Not completing home learning with a valid reason	DHT/EHT intervention, notification to my parents by telephone followed by a text message

If behaviours persist, liaison with parents will occur and a monitoring period will commence. During this period, behaviour will be tracked and the monitoring period will close if behavioural incidents reduce. The flow chart on Page 7 exemplifies the process.

When dysregulated behaviours are being demonstrated, the school applies an understanding of the Assault cycle. Staff use their understanding of this cycle in their approach to support dysregulation.

The Assault Cycle

The PBS service uses the assault cycle (Kaplan and Wheeler, 1983), which is a model that provides understanding of the stages of dysregulation (trigger phase, escalation phases, crisis phase, plateau/recovery phases and post-crisis/depression phase) to better allow staff to support a child who is demonstrating aggressive behaviour.



The first stage recognises that there is a trigger, which may or may not be known to the adult or child. It is important to reflect and monitor on any behaviour changes; this is based on the premise that everyone has a 'baseline' where they exhibit behaviours that are non-aggressive. Early identification allows for emphasis to be placed on removing triggers, through methods of distraction and de-escalation. It is at this stage that it is important to remain calm and positive and for the child to feel validated. The child may be given time and space to comply, without feeling threatened.

As the child enters the escalation phase, their adrenaline levels will rise, as their body becomes ready for a 'fight', 'flight' or 'freeze' response. They are no longer able to learn or think rationally, as they are entering a state of emotional turmoil. They cannot easily respond to directions or attend to what is being said to them. Their higher brain is shutting down, as 'emotion overpowers logic and reason'. Their emotional brain takes control. It is important at this stage to 'always remain calm and in control' and ensure that the child is safe and that any audience is removed.

A child may quickly enter into the crisis phase, at which point the child may lose control. It is this heightened state of arousal that is sometimes referred to as "emotional hijacking" (Goleman), when a child is no longer able to think straight or communicate clearly. **The priority must be to ensure that everyone is safe, e.g. call for support, evacuate children, use physical intervention.**

During the plateau/recovery phase, there may still be additional assaults and displays of aggression. The child may appear 'calm and rational' but this is not the time to discuss/'unpick' the problem with the child. The child can quickly re-escalate back to a crisis stage. Both the child (and adults involved) need time and space for recovery. Whilst recovery can take a long time, as long as 90 minutes, it is not until a child is in a post-crisis/depression phase that the 'brain is calm enough to think clearly'.

As long as a child is controlled by their emotional brain, a child will feel no remorse. It is important to wait for the post-crisis/depression phase before involving the child in the problem-solving stage. Praise their positive behaviour.

The school will apply knowledge of this cycle in its support for its children at all ages. This understanding will be applied on the rare occasion a child demonstrates behaviours which place them at risk of suspension.

Debriefing sessions will be offered following significant incidences.

Protected Characteristics (refer to Equalities Policy)

At Springwood, we also recognise and respect differences. Treating people equally does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that children may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds

- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

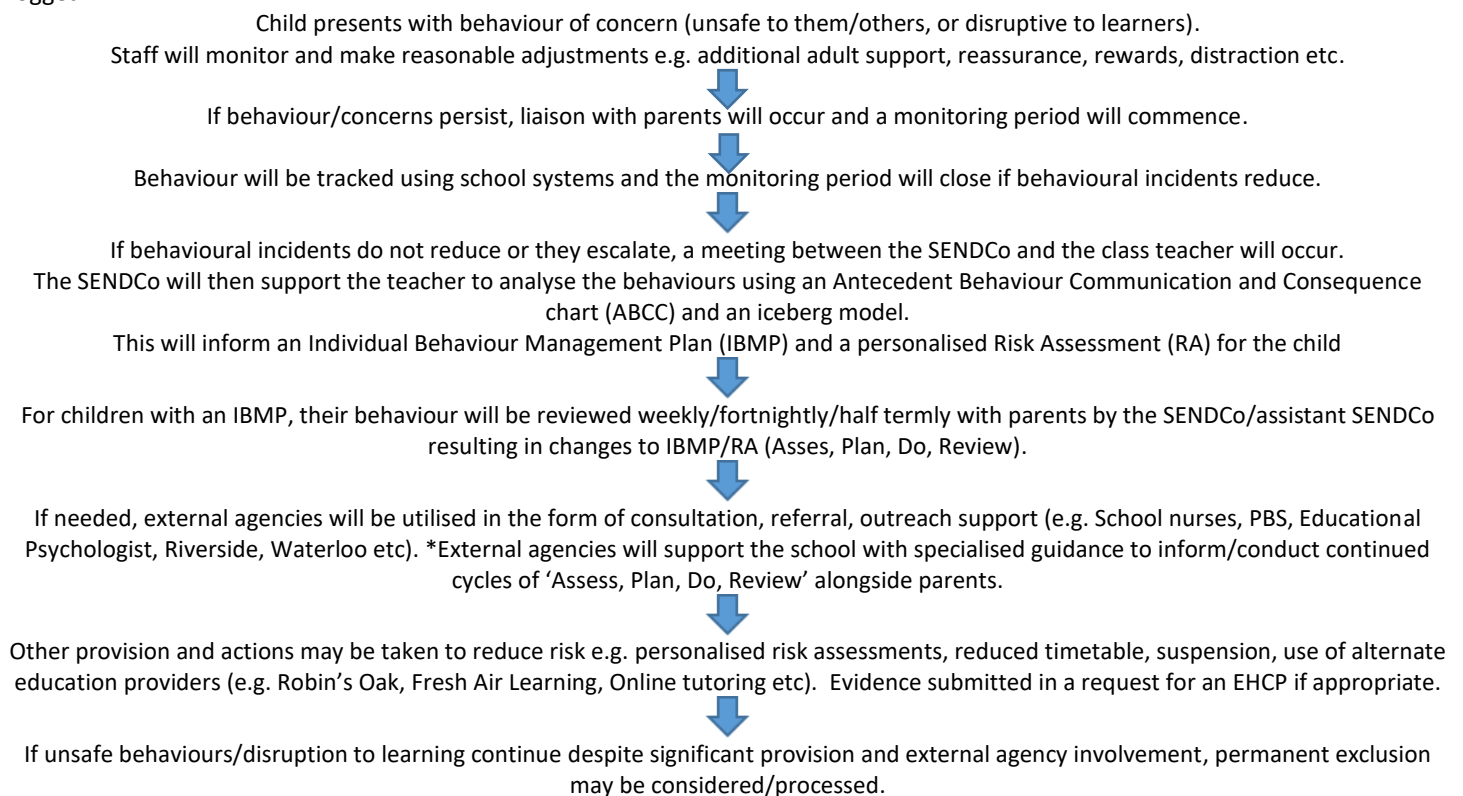
If a child makes a mistake and uses discriminatory/prejudicial language in a derogatory manner. The following actions will occur for both the victim/perpetrator. This will be reviewed on a case-by-case basis:

- First Incident - Phone call from class teacher and letter received.
- Second Incident – Discussion with child with the DHT/EHT about the Protected Characteristics/Equality Act an age-appropriate level. Resources, role play, etc will be used deepen understanding of the impact of your child's behaviour. Letter received stating second incident.
- Third Incident – You will be invited in to meet with DHT/EHT. Support package/monitoring timeframe agreed including parental responsibility. Letter received stating third incident.
- Fourth Incident - Fixed term suspension. Rights, Diversity and Social Justice Education adviser contacted for advice. Further meeting called to agree next steps following Hampshire guidance. Letter received stating fourth incident and agreed actions.

Personalising Provision

Sometimes, a child requires a more personalised approach than the whole school behaviour policy. Wherever possible, external agency involvement will be utilised to further investigate concerns and personalise provision, prior to suspensions being processed.

The following is an example of the systems that may be appropriate to follow if there are persistent behaviour difficulties being logged:



*If however, the concerns raised and shared with external agencies have not resulted in further guidance or support, due to limited resources/agencies overwhelmed by need, the school will action provision as appropriate. If the child continues to present with unsafe behaviours, or behaviours which impede other children's right to an education, the school will action a suspension.

Please note, that at any stage detailed above, should the child successfully meet behaviour expectations, the progression down the flow chart stops and they return to follow the traffic light system. The child needs to demonstrate this over a set period of time.

Each child's provision will be reviewed on a case-by-case basis.

In exceptional circumstances where a child has seriously breached the schools' behaviour policy and is involved in a first or one-off extremely serious incident, the Headteacher will reserve the right to suspend the child. In all cases, suspension will only result if allowing the child to remain in school would seriously harm the education and welfare of the child or others in the school. This will be communicated to the parents at the earliest "reasonable" point in the timeline of behavioural events.

Hampshire identifies the following as reasons for suspension/exclusion

- in response to serious or persistent breaches of the school's behaviour policy and
- where allowing him or her to remain in school would seriously harm the education and welfare of your child or others in the school

For more information please see: [Exclusion from school | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/exclusion-from-school)

Physical Intervention

The following is an extract from Keeping Children Safe in Education:

166. There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of the classroom.

The school ensures that all staff who engage in restrictive handling of children are fully trained in accordance with H.C.C guidance.

In the case of harmful sexual behaviours, these tools may be used:

- Brooks Traffic Light Tool
- Harmful Sexual behaviour Framework (NSPCC)
- Personalised Plan in place (Child on Child Plan)
- Regular communication with parents
- Liaison with external agencies, e.g. Children's Services, CAMHs, signposted support groups