Springwood Infant and Junior School Federation

TOGETHER WE LEARN, TOGETHER WE GROW

Springwood Federation Behaviour Policy

Statutory Policy

Approved By: Governing Body

Effective Date: January 2026

Review By: January 2027

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 2025, the DfE's Suspension and Exclusion guidance, the DfE's Behaviour in Schools 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)

Vision, Values, and Conduct

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.

Rewards System

Springwood uses extrinsic rewards as part of the drive to embed intrinsic motivation. Therefore, children will be placed on 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 'Sunshine' added on Arbor. Staff will monitor the number of occasions that they behave at this level. Their behaviour will be celebrated in different ways as detailed below:

Number of Sunshines on Arbor	**Award**
10	Sticker in Celebration Assembly

20	Band in Celebration Assembly
30	Sunshine Badge in Celebration Assembly
40	Medal in Celebration Assembly
50+	Trophy in Celebration Assembly

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 as Communication & Restorative Approach

At Springwood, we believe that '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.

We understand that sometimes children make mistakes. Therefore, we must all actively work together to prevent and address all inappropriate/unsafe/abusive conduct including (but not limited to):

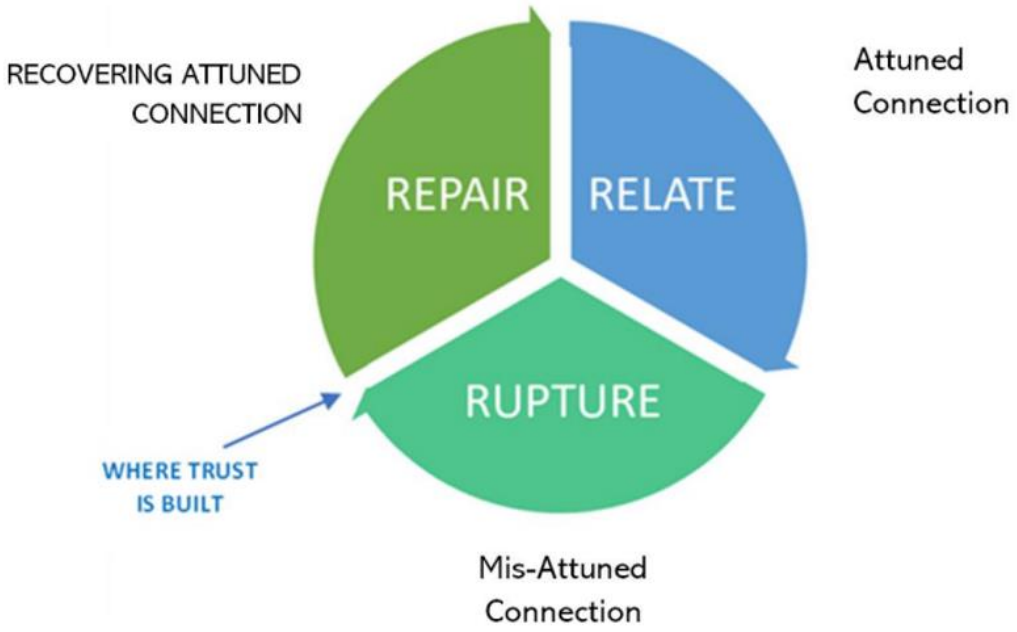
- Bullying/cyberbullying
- Aggression (verbal, physical and Child-on-Child)
- Prejudiced based and discriminatory behaviours/bullying
- Derogatory language
- Disrespect of people and property
- Complacency/under achievement due to lack of engagement/effort
- Defiance and disruption
- Radicalisation/extremism 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.

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.

We use a 'Restorative' approach when a child has made the wrong choice or is dysregulated. This approach helps children understand the impact of their actions and encourages them to take responsibility in a supportive and constructive way. Restorative practice is an approach that focuses on repairing harm and building stronger relationships by involving all parties affected by a conflict or incident. This falls into three categories:

- Natural Consequences
- Logical Consequences
- Protective Consequences



Natural Consequences

Definition:

Natural consequences occur without adult intervention as a direct result of a child's actions. They are the outcomes that happen naturally in the environment when a child makes a choice.

Example:

If a child forgets their coat on a cold day, they feel cold outside.

If a child does not complete their work, they may struggle to understand the next lesson.

Use in School:

Natural consequences help children learn from real-life outcomes, fostering responsibility and independence.

Logical Consequences

Definition:

Logical consequences are directly related to the child's behaviour and are imposed by adults in a way that is respectful and fair. They are designed to teach responsibility and help the child understand the impact of their actions.

Example:

If a child draws on the classroom walls, they are asked to help clean the walls.

If a child disrupts a lesson, they might lose some free time to reflect on their behaviour.

Use in School:

Logical consequences are structured to link the consequence clearly to the misbehaviour, promoting accountability and learning.

Protective Consequences

Definition:

Protective consequences are imposed to keep the child or others safe, especially when the behaviour poses a risk. These consequences may limit certain freedoms temporarily to prevent harm.

Example:

If a child repeatedly runs in a crowded corridor, they may be temporarily supervised more closely or asked to walk to prevent accidents.

If a child uses equipment dangerously, they might be temporarily restricted from using that equipment until they demonstrate safe behaviour.

Use in School:

Protective consequences prioritise safety and wellbeing, particularly important for children with SEND who may have additional needs.

Behaviours that demonstrate the children are not <u>Staying Safe</u>	Behaviours that demonstrate that children are not <u>Treating Each Other as You Wish to be Treated</u>	Behaviours that demonstrate that children are not <u>Trying Their Best and Being Proud</u>
- Inappropriate use of equipment, e.g. unsafe climbing -Running Away from an adult	-Hurting others -Answering back to an adult -Eye rolling -Not listening to an adult -Having a verbal disagreements/arguments -Engaging in rough play -Copying others, making poor choices or provoking others -Swearing	-Repeated disruption -Transitions throughout the school (walking out to break/lunch, moving into the lunch hall, etc) -Cheating during lessons/Not completing the work by myself and copying others -Leaving the classroom without asking an adult - Avoiding work

Stages of Behaviour Management

<table>
<tr><td colspan="2">Stage 1: Verbal reminder from staff member</td></tr>
<tr><td colspan="2">Stage 2: Caution – I need you to stop because... (structured explanation)</td></tr>
<tr><td>Stage 3: Natural Consequence
(Conversation with the staff member at break/lunch)</td><td>Stage 3 and/or 4: Logical Consequence
(Conversation with the staff member at break/lunch)</td></tr>
<tr><td>What has happened as a result of your actions?
E.g.
-Equipment has been broken, you cannot use it anymore
-You have fallen and hurt yourself
-Your friends will not want to play with you
-Your friend might use unkind hands/feet towards you</td><td>What do we need to do?
How can you put it right?
E.g.
-You will have to get off the equipment/you cannot use it. Offer an alternative.
-The learning will have to be made up in your time
-Try it again (e.g. walking through the school)
-Repairing the relationship with friend/staff member
-You will need to remain with an adult for X amount of time</td></tr>
<tr><td colspan="2">Stage 3/4/5: Protective Consequence
What needs to change?
E.g.
-Strategic adaptations to provision which could be either individual, class, year group or whole school
-Updates to personalised risk assessments
-Discussion about areas not being able to be used, share the new boundaries. Staff member to facilitate this
-Discussion about safe choices, safe space, etc</td></tr>
</table>

It is possible for children to fall into the following categories regarding their understanding of restorative conversations and therefore may require more support. The table below explains this further:

Most Children	Some Children	Few Children
Children are able to respond successfully to restorative conversation and behaviour changes are visible/evident.	Children's low level behaviours are persistent and repeated despite numerous restorative conversations. Further personalisation/scaffolding may be required, e.g. social stories why we should not mimic other children/adults.	Typically SEND children with IBMPs/EHCPs/Significant personalised provision. Standard behaviour systems are not applicable or appropriate. It is likely that staff will action protective consequences initially to safeguard the child and others around them. This will be followed

		by adjustments to risk assessments and provision.

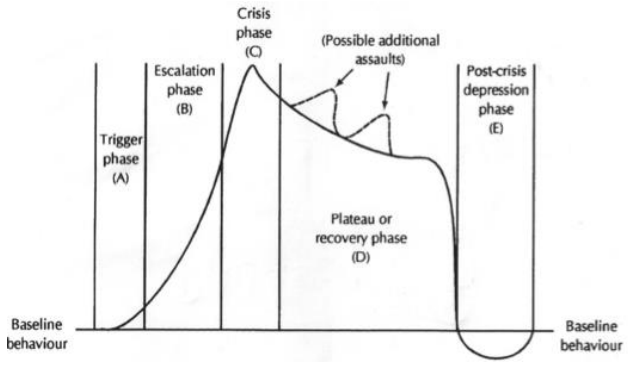
All adults working within the Federation will follow a consistent approach to ensure that children uphold our values. If behaviours persist, liaison with parents will occur and a monitoring period will commence. During this period, behaviour will be tracked and the monitoring period will close if behavioural incidents reduce. The flow chart below exemplifies the process. 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 restorative conversations and Thrive language.

Support for Dysregulated Behaviour and Use of the Assault Cycle

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 Primary Behaviour Support 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 <u>this is not the time to discuss/'unpick' the problem with the child.</u> 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.

Protected Characteristics

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 (within two years) - 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 and External Agency Involvement

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:

Child presents with behaviour of concern (unsafe to them/others, or disruptive to learners).
Staff will monitor and make reasonable adjustments e.g. additional adult support, reassurance, rewards, distraction etc.
See stages 1-5 above

If numerous incidences occur over a half term and behaviour/concerns persist, liaison with parents will occur and a monitoring period will commence.

Behaviour will be tracked using school systems and the monitoring period will close if behavioural incidents reduce/cease.

If behavioural incidents do not reduce or they escalate, a meeting between the SENDCo and the class teacher will occur. The SENDCo will then support the teacher to analyse the behaviours using an iceberg model.
This will inform an Individual Behaviour Management Plan (IBMP) and a personalised Risk Assessment (RA) for the child (if required)

For children with an IBMP, their behaviour will be reviewed weekly. If there is a significant change in presentation, the class teacher or SENDCo will adjust the IBMP/RA (as part of the Assess, Plan, Do, Review process). The class teacher or SENDCo may contact parents as part of this review process.

If needed, the involvement of external agencies will be actioned* to inform/conduct continued cycles of 'Assess, Plan, Do, Review' alongside staff and parents. This could be in the form of consultation, referral, outreach support (e.g. School nurses, PBS, Educational Psychologist, Riverside, Waterloo etc).

If unsafe behaviours/disruption to learning continue despite significant provision and external agency involvement, permanent exclusion may be considered/processed.

*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)

The use of 'reasonable force' in schools:
The following is an extract from Keeping Children Safe in Education:
163. 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 pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

164. The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The

decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

165. When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 84-91), for example in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

• Departmental advice for schools is available at Use of Reasonable Force in Schools
• HM Government guidance Reducing the need for restraint and restrictive intervention sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings, however all schools and colleges may find the information helpful.

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