



BEHAVIOUR POLICY

Our Golden Rules

Springdale's Golden Rules were devised by children and agreed by the whole school community. They are supported by class behaviour guidelines, created at the beginning of each school year.

- **We are kind and caring** (*We don't harm others*)
- **We are helpful and thoughtful** (*We don't hurt other people's feelings*)
- **We are responsible learners** (*We don't waste anybody's time*)
- **We are honest and can be trusted** (*We don't hide the truth*)
- **We look after resources and the environment** (*We don't waste or damage things*)
- **We listen** (*We don't interrupt*)

At Springdale we respect everyone and everything

Our aims

At Springdale we believe it is important:

- that our school is a safe, happy place where all can learn
- that we value everyone as individuals and allow them to flourish
- to prepare our children to be global citizens who have tolerance and respect for others

We promote our aims

- by valuing individuals and taking account of their needs, ensuring that all achieve success
- by having high expectations of behaviour and good manners
- by encouraging positive attitudes to learning and independence
- by weaving Personal, Social and Emotional Education through a motivating curriculum
- by celebrating positive behaviour through specific praise, stickers, Rainbow Awards, 'Golden Awards' and Golden Time
- by modelling good manners and setting a positive example
- by allowing children make a positive contribution to school life
- by encouraging children to take responsibility for their own behaviour and to respond appropriately to the behaviour of others

A consistent calm response is vital throughout the whole school. All staff are responsible for promoting appropriate behaviour through agreed strategies.

AGREED STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

Foundation Stage

Rewards are built into the day's learning so our youngest learners receive frequent feedback regarding appropriate behaviour.

Key Stages 1 and 2 – Golden Time

- Golden Time: children should be made aware of the choice of stimulating activities which they are working towards. In Year 1 there may be a short Golden Time each day (at the start of the year) while in Years 2, 3 and 4 it will be weekly for approximately 20 minutes.
- Each class has a displayed behaviour chart e.g. rainbow, sun, cloud, rain
- Each child's name begins on the sun – on the premise that all children deserve Golden Time
- A child's name may move to the rainbow if they show very effective learning skills or exemplary behaviour. A certificate is awarded when they have been on the rainbow five times. Children who are moved to the rainbow have first choice of Golden Time activities.
- Unacceptable behaviour
 - * If a child breaks a Golden Rule they are reminded of expected behaviour with reference to that Golden Rule. At all times the language of choice and consequence is used.
 - *If they persist with inappropriate behaviour their name is moved to the warning cloud.
 - *Continued inappropriate behaviour will lead to their name moving to the black cloud with an accompanying loss of Golden Time (as agreed for each year group).
 - *The child's name is returned to the sunshine after the time agreed for the year group
 - *Children who persistently lose Golden Time will be referred the Head; all children are expected to understand why they are missing Golden Time.

Golden Awards

These are awarded for achievement or effort in a specific aspect. They may also be awarded for behaviour that has had a positive impact on learning of the class as a whole. These are presented in a celebration assembly, which is usually held on Wednesday.

A list of which children have had Golden Awards should be kept to ensure that all children receive a similar amount of awards.

Other awards

Children's effort and achievement may also be acknowledged through stickers or certificates which are class specific.

Feedback / Praise

Feedback, whether verbal or written, is one of the most powerful factors in helping children to achieve, to building self-esteem and therefore promoting good behaviour. Every opportunity will be taken to give "labelled praise."

Praise should reinforce the effort a child has made or the strategies they have used in order to build a growth mindset e.g. "You counted very carefully to find the answer," rather than referring to intelligence or ability. (i.e. "You're really clever.")

Written feedback should be specific and should refer to the learning objective (see Assessment and Marking Policy).

It is essential that all adults are positive and encouraging; a child should never be belittled or made to feel that they have failed by finding something difficult to learn.

If behaviour is inappropriate, comments should refer to the behaviour not to the child, and should also refer to a belief that the child will make better choices in the future.

SERIOUS INCIDENTS

We aim to resolve problems through positive modelling, reinforcement of appropriate behaviour and a culture of praise and recognition of achievement.

Behaviour of a serious nature means the child should be sent straight to the Head or Deputy who will investigate and log the incident (Behavioural Concerns folder).

Parents will be involved if there are three incidents where the child has seen the Head or Deputy or immediately for serious breaches of behaviour. A specific behaviour management programme e.g. a 'link' book to keep an ongoing record and to celebrate success, may be put in place.

Children with exceptional emotional and behavioural needs may require an individual behaviour plan. Teachers, SENCO and external agencies will liaise to draw up an appropriate plan and ensure that all staff are fully aware of agreed strategies to manage the child's behaviour. Parents or carers will be involved to ensure a consistent approach between home and school.

EXCLUSION

In very rare instances a child's behaviour may lead to the risk of significant harm to themselves, to others or to serious damage to property. When all other strategies are proving ineffective, exclusion from school may be considered. This will be in line with guidance in the Exclusion Policy.

SPECIAL EDUCATIONAL NEEDS

It is important to be aware of the special need, age or context of the child and to use an appropriate strategy to promote caring and sensible behaviour.

Equality of Opportunity does not mean treating all children in the same way, positive action may be needed and this should not be construed as unfair.

BEHAVIOUR AT LUNCHTIMES AND PLAYTIMES (BREAKTIMES)

Staff on duty must be alert to the behaviour of children in all areas of the playground. Any difficulties with supervision should be reported to Mrs Becher or, in her absence, the Headteacher or Deputy Headteacher.

It is expected that adults will engage with children and encourage positive play including safe, sensible use of play equipment.

Lunchtime Supervisory Assistants may award stickers to children who behave well at lunchtime.

Sanctions

If a child misbehaves a reminder should be given; if this does not resolve the problem the child should walk around with an adult for at least 5 minutes. Continuing problems at break times may result in them not being allowed on the playground for a specific period.

Children who persist in dangerous behaviour, who are violent or who are believed to be bullying will be sent straight to the HT or Deputy Head. Sanctions will be imposed, the incident will be logged and monitoring put in place to avoid repetition. Parents will be informed of this.

It is essential to make the class teacher aware of break time behaviour problems.

BULLYING OR PREJUDICE INCIDENTS

Children with SEND are especially vulnerable to bullying and staff must be alert to them at all times.

Any incidents of actual or potential bullying should be reported to Mrs Becher, Mrs Leach or Mrs Lazarides. Similarly, any incidents that may be based on prejudice (e.g. racial, homophobic) must be reported to Mrs Leach or Mrs Lazarides so they can be investigated and reported to the Local Authority.

A prejudice incident is one where a person witnessing it or the victim perceives that there could be a motive based on prejudice.

PHYSICAL RESTRAINT

Springdale staff must follow the LA guidelines; many staff have had training on the 'TEAM' restraint programme which emphasises strategies to defuse potentially difficult situations, positive body language and preventative techniques to keep staff and children safe.

Only TEAM restraint trained staff should attempt to restrain a child and only as a last resort unless the child is acting in a way that means they are putting themselves in imminent danger.

Restraint may only be used where:

- A child is at risk of causing significant harm to themselves
- A child is likely to cause significant harm to others
- A child is likely to cause significant damage to property

ALL cases of Physical Restraint must be reported to the Head, the parents must be informed and the incident documented in a bound book kept for the purpose (a copy of each report is sent to the Local Authority)

This policy must be read in conjunction with the Anti-Bullying Policy, Equality of Opportunity Policy, Physical restraint guidance, Teaching and Learning Policy, the Borough/school's inclusion guidelines, TEAM Restraint programme, Exclusion Policy.

Agreed by Staff: November 2017

Governors Pastoral Committee: November 2017