



Behaviour Policy

Approved: November 2022

Review date: November 2025

PURPOSE OF THIS POLICY

Good behaviour is central to a good education and this policy aims to ensure that Springfield School is a safe, calm and well-ordered environment where all students can learn and reach their full potential.

Governors and school leaders aim to establish and maintain pupils' good behaviour, self-discipline and respect through promoting:

- A whole school approach to managing behaviour
- A culture of good citizenship (doing the right thing) positive relationships and relational approaches
- A positive, purposeful and well-ordered place of learning which is free of disruption
- Routine and consistent recognition and praise for good behaviour
- 'Social norms', clear routines and high expectations which are clearly understood by staff, students and parents/carers
- Consistent approaches to behaviour management and the application of this policy and related procedures
- Engagement with other agencies and local/national protocols which support good behaviour and highly effective safeguarding

THE ROLE OF TRUSTEES

- Ensure robust governance that sets and champions vision, ethos and strategy
- Hold executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- Safeguard and promote the welfare of children
- Have regard to any statutory guidance on safeguarding issued by the Secretary of State
- Ensure the suitability of staff, supply staff, volunteers, contractors and proprietors

THE ROLE OF LOCAL GOVERNORS

- Set and safeguard an ethos of high expectations of everyone in the school community. This includes high expectations for the behaviour, progress and attainment of all pupils and for the conduct and professionalism of both staff and the board themselves
- The board should foster a common culture, set of values and ethos across the whole organisation, ensuring that the Trust's vision is reflected consistently in both its policies and its practices.
- Support the development, review and evaluation of the school's behaviour policy, procedures and systems with due regard for the most up to date Government guidance (linked below)
- Undertake routine review of behaviour data and systems in order to analyse trends and patterns which allow strengths to be recognised and areas for improvement to be identified
- Undertake training in relation to school behaviour and improvement, as appropriate

THE ROLE OF THE SENIOR LEADER RESPONSIBLE FOR BEHAVIOUR

- Develop, write and update, as necessary, a whole school behaviour policy and appendices with regard to the most up to date Government guidance for Governors to review and approve
- Establish and implement a clear 'behaviour curriculum' which is clear about the school's routines, expectations (rules) and consequences systems
- Establish and maintain systems for the day to day management and recording of pupils' positive and negative behaviours by all staff
- Work closely alongside Governors and use behaviour data to analyse trends and patterns which allow strengths and areas for improvement to be identified and acted upon
- Facilitate behaviour related staff training, appropriate to staff roles, as required

THE ROLE OF SCHOOL LEADERS

- Maintain a highly visible presence and support school staff to manage pupil behaviour effectively, both in and outside lessons
- Recognise that every member of the school community has a role to play in the promotion of good behaviour for learning
- Ensure that all students are 'inducted' into school behaviour systems as part of their admission process (including 'mid-phase' arrivals) and 're-inducted' as required following suspension or time out of school
- Use the school's legal powers, where necessary, to confiscate prohibited items from pupils and to use reasonable force to search for prohibited items without consent. (In line with DfE Guidance, *Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies - July 2013*, reasonable force may be used to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom)
- Ensure that the risk of child on child abuse in school is minimised and any incidents are dealt with swiftly and in full accordance with the school policy and DfE - *Keeping Children Safe in Education Part 5 (Sept 2022)*
- Ensure that any related complaints are dealt with in accordance with the school's published Complaints Procedure.

STAFF TRAINING, SUPPORT AND CONDUCT

- Provide induction training for new staff and regular update training for staff at all levels, including inputs from external professionals/experts as required
- Provide support for staff as appropriate both during and after behaviour incidents
- Provide opportunities for selected staff, where appropriate, to receive specialist behaviour related training at a higher level, e.g. NPQLBC – National Professional Qualification in Leading Behaviour and Culture or physical restraint training
- Ensure that all staff are clear about school expectations of their own conduct and the requirement to ensure that their own behaviour impacts positively on school culture

INVOLVING STUDENTS IN BEHAVIOUR MANAGEMENT

- Use student 'voice'/feedback to identify areas for improvement and develop a culture in which students take responsibility for their own behaviour and the promotion of positive behaviour (e.g. the school's Prefect system)
- Encourage all pupils to conduct themselves responsibly and in a manner that shows courtesy, consideration and cooperation

STUDENTS WITH SEND/ADDITIONAL NEEDS

- In accordance with the Equality Act 2010 and Children and Families Act 2014, ensure that no disadvantage exists as a result of school policy/practice for students who are disabled and/or who have a recognised SEND
- Ensure that any provisions laid out within a pupil's EHCP are fully secured and co-operate with the local authority/other bodies as required
- Work to ensure that any likely misbehaviour 'triggers' for SEND students are mitigated within shared support plans as required
- Recognise that, from time to time, some students (including those who may have additional needs) will require reasonable adjustments (possibly temporary) to be made to ensure that they can meet behavioural expectations

SUPPORT AND INTERVENTION

- Provide appropriate and timely support/intervention for pupils whose behaviour has fallen below expected standards
- Work alongside the SEND team and external agencies/providers as required to develop appropriate support plans, e.g. the creation of an individual behaviour or pastoral support plan
- Where necessary, use alternative provision (on-site or off-site) for students who require a different approach
- Work closely with pupils and parents/carers to ensure that their views are considered when support and intervention plans are being developed and agreed

INVOLVEMENT OF PARENTS/CARERS

- Develop positive and relational working relationships with families; involving pupils and parents/carers in resolving ongoing behaviour problems as appropriate
- Provide additional behaviour related support, guidance, reminders and updates to parents/carers via information events, letters, the school's website and other e-communications as required
- Provide up to date behaviour data and information to parents via the school's ClassCharts and ARR (Assessment, Recording and Reporting) systems
- Ensure that parents uphold their own responsibilities regarding the behaviour of their children both in and out of school, and support the school's Behaviour Policy in accordance with the Home-School Agreement

DISCRIMINATION/BULLYING

- Commit to protecting members of the school from (unlawful) discrimination and/or prejudice on the basis of gender, race, age, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity and to provide for the well-being and welfare of all
- Be intolerant of any form of bullying and commit to challenging, and taking action, to deal with direct and indirect discriminatory behaviour towards any member of the school

ROLE OF SCHOOL STAFF (INCLUDING DFE TEACHER STANDARDS 2012)

- Actively promote and model positive behaviours which foster a purposeful and engaging climate for learning
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Read, understand and consistently apply the school's Behaviour Policy and related procedures
- Understand and apply the 'Ready, Respectful, Safe' (RRS) behaviour principles at all times both in and outside the classroom (to include relational approaches to behaviour management)
- Undertake behaviour related training and updates as required and apply consistently the principles and strategies learnt both in and out of the classroom
- Use the ClassCharts system to record pupils' positive and negatives behaviours and any related incident reports, using professional language at all times
- Support school leaders in teaching the school's behaviour curriculum
- Work with students and parents to actively support behaviour improvements as required (e.g. Form Tutor intervention and meetings)
- Encourage and support students to log into the ClassCharts system so that they can review their own behaviour and attendance records
- Actively promote a culture where good behaviour is routinely recognised, rewarded and celebrated
- In accordance with the school's Safeguarding Policy, ensure that any incidents of child on child (or other) abuse are dealt with quickly and effectively
- Discipline/challenge pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. This extends to school visits off-site and pupils' journey to and from school – or any occasion when school uniform is worn and/or pupil behaviour could adversely affect the reputation of the school.
- Challenge inappropriate language of all types (including 'banter') and follow up, as appropriate, using school systems and procedures
- Implement a range of consequences (sanctions) to promote and maintain high standards of behaviour and to regulate the behaviour of pupils. Springfield will use sanctions that are reasonable, fair, proportionate and consistently applied for those who do not comply with the school's behaviour principles.

ROLE OF PARENTS/CARERS

- Work in partnership with the school to uphold the school's Behaviour Policy and related procedures
- Read, sign and support the school's 'Home-School Agreement'
- Take responsibility for the behaviour of their children's, both in and outside of school
- Ensure that their children travel safely to and from school (including relevant cycle safety as applicable e.g. ensuring that their child wears a suitable helmet)
- Read and acknowledge behaviour information and updates shared by the school, including those published in Springfield News
- Engage with the school's ClassCharts system to monitor their child's attendance, behaviour and rewards
- Attend parents' evenings/meetings and respond to phone calls and other communications as required
- Raise any concerns about behaviour management directly with the school and in accordance with the school's published Complaint's Procedure
- Refrain from expressing concerns or commenting on children/individuals via public/social media platforms

ROLE OF STUDENTS

- Follow the behaviour expectations (ready, respectful and safe) of the school at all times, including the journey to and from school
- Take full responsibility for personal behaviour and wellbeing at all times; behave positively and be kind to others
- Log into the school's ClassCharts system to review personal attendance, rewards and behaviours
- Promptly report any concerns or incidents to a member of staff/adult (do not be a bystander)
- Avoid any misbehaviour which could bring the school into disrepute and/or harm others

See Behaviour Policy Appendices for further detail and explanation of the areas outlined above.

The Behaviour Principles and Policy should be read in conjunction with the following Springfield policies/procedures and DfE guidance (linked below):

- [Anti-bullying Policy](#)
- [Uniform Code](#)
- [Attendance Policy](#)
- [Safeguarding and Child Protection Policy](#)
- [Whistleblowing Policy](#)
- [Equality Policy](#)
- [E-Safety Policy](#)
- [Health and Safety Policy](#)
- [Trips Policy](#)
- [Drug Education Policy](#)
- [Charging Policy](#)
- [Staff Code of Conduct](#)

[DfE Behaviour In Schools Guidance](#)

[DfE Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England including Pupil Movement](#)

[DfE Searching, Screening and Confiscation Guidance – July 2022](#)

Equality Policy compliant: objectives 1, 3, 4, 10