



# Springfield Primary School



## School Policy

### Behaviour and Wellbeing

Approved: January 2026

Date for review: January 2028



## **Behaviour and Wellbeing Policy**

### **1.0 Aims and Values**

At Springfield Primary School we want our children to be happy, confident, sociable and enthusiastic. We want them to feel safe and listened to. Our aim is that our pupils develop a love for learning and contribute to a learning environment that enables all to thrive.

We encourage our pupils to be the best they can be.

Our positive behaviour policy is centred around three main behaviour principles:

- Be Ready
- Be Respectful
- Be Safe

It is also underpinned by our core school values:

- Teamwork
- Resilience
- Independence
- Creativity
- Kindness

This policy sets out the expectations of behaviour at Springfield Primary School. The Governing Board, staff and pupils seek to create an environment which encourages and reinforces good behaviour and fosters positive attitudes to learning.

We recognise and understand that as children grow and develop, so too does their understanding of and ability to adhere to positive learning and behaviour expectations. This policy explains how we manage deviations from our behaviour expectations to support our pupils to have increasingly positive experiences in school.

- To promote a positive ethos and learning environment in school.
- To deliver a consistent approach throughout the school to both reward and sanction.
- To define the principles of expected standards and ensure pupils understand how to embody them.
- To promote self-esteem, promote self-regulation and build positive relationships.
- To encourage the involvement of the wider community in the implementation of this policy.

### **2.0 Promoting Wellbeing at Springfield Primary**

Our whole school mental health and well being programme, 'My Happy Mind', helps children to understand how their brain works and supports them in developing positive skills and habits to be their very best selves. It teaches preventative habits that support positive mental health, resilience and self-esteem. All of the concepts taught are based on science and research and grounded in neuroscience and positive psychology. My Happy Mind sessions are delivered weekly by class teachers through a series of interactive lessons and then the children apply these learnings throughout the day. The skills taught encourage children to practise at home some of the habits they have developed at school, such as Happy Breathing.



### 3.0 The Behaviour System at Springfield Primary

Every class has a coloured behaviour board clearly displayed with every child’s name marked on a peg and clipped to the side of the behaviour board. Every named peg begins each day on green, indicating they are demonstrating the expected behaviour standard of being ready, respectful and safe.

	A child’s name can move up to ‘Let’s Celebrate!’ when they show exemplary behaviour, academic achievement or it could be for achieving an individual goal that is unique to the child. A ‘Let’s Celebrate’ certificate is filled in outlining what is being celebrated and then the child visits the HT or DHT to share their achievement and be written in the Celebration Book.
	All names start here and remain here when they demonstrate the expected behaviour in our school rules. Be Ready! Be Respectful! Be Safe!
	<p>Children are given a verbal warning if they stray from the school rules of Be Ready! Be Respectful! Be Safe!</p> <ul style="list-style-type: none"> <li>▶ If the behaviour persists after a verbal warning then a yellow card is discreetly issued.</li> <li>▶ Reflection card – gives the child the opportunity time to think and make changes</li> <li>▶ If the children rectify their behaviour then the card is removed</li> <li>▶ If the behaviour continues then a conversation will be had at play time to help the child make changes.</li> </ul> <div style="text-align: center;"> <p>Yellow card issued</p>  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>Child rectifies their behaviour</p> <p>↓</p> <p>Card is removed and no further action required</p> <p>Discreetly praise the child</p> </div> <div style="text-align: center;"> <p>Undesirable behaviour continues</p> <p>↓</p> <p>Yellow card remains and a conversation will be had in child’s own time (playtime/lunchtime) to support them to reflect and make changes</p> </div> </div>
	<p>If their behaviour deteriorates further, the child should be referred to the Retreat and Reflect room at lunchtime, managed by the duty teacher.</p> <p>KS1 – 15 mins / KS2 – 30 mins</p> <p>If a pupil visits the reflection room 3 times within a half term, a member of SLT will speak with the parents.</p> <p><i>See below for further information.</i></p>

In the event of an extreme behaviour incident in class, a pupil can be sent to the HT, DHT, Pastoral Lead or any member of SLT with the red emergency card in your classroom.



### **3.1 Rewarding Positive Behaviours**

#### **The House Point System**

Every child is allocated a house when they join Springfield Primary – Farah (red), Malala (yellow), Attenborough (green) or Toone (blue). Adults award house points to pupils when they see them actively displaying positive learning behaviours, respecting, supporting and encouraging others, embodying school values and being the best they can be. These house points contribute to the overall total for their house.

The house points are awarded in the form of round plastic tokens which are collected in class and then transferred in to the whole school collection box weekly where a winning house is recognised.

#### **The Celebration Book**

The Celebration Book is managed by the headteacher and deputy headteacher. Teachers send children to the Celebration Book when they have achieved something amazing in their learning, be that academically, socially or emotionally. The child shares their success with the HT or DHT, has their name recorded in the Celebration Book and is given a Gold Book sticker. Children in the Celebration Book are celebrated in our whole school weekly Celebration Assembly and will also receive 3 house points counters.

#### **Celebration Assembly**

Each week we hold Key Stage Celebration Assemblies, led by the senior leadership team. During this assembly children in the Celebration Book are celebrated. This assembly is designed to allow us to celebrate the achievements of all our pupils, so we welcome contributions from pupils if they have achieved something special outside of school.

### **3.2 Managing Challenging Behaviours**

Our main approach to managing behaviour at Springfield is through positive reinforcement as outlined above, however, on occasions when the expected standards of behaviour are not met, reasonable sanctions and consequences are employed.

The behaviour boards in class provide visual reminders to children about the expected behaviour and is used by all staff to communicate expectations to pupils. If a child is repeatedly failing to meet the expected standard of behaviour, a yellow reflection card is issued which may result in a reflective conversation being had at play time and if the behaviour persists, a referral to the Reflection Room at lunch time will be made.

Behaviour incidents are recorded on a standard form and are closely monitored by the deputy head teacher. The recording system is designed to enable the staff to track patterns in behaviour and use this information to effectively support the child.

Children who visit the Reflection Room will receive a slip which is taken to the class teacher by the duty teacher. This slip will then be shared with the parent or carer at the end of the school day. In addition to this, it is the responsibility of the duty teacher to inform the class teacher of any incidents that have resulted in a child spending time in the Reflection Room. This ensures that all staff are fully informed and able to discuss issues further with parents if requested.

#### **The Reflection Room**

When a child's behaviour is deemed unacceptable or repeatedly breaching school rules, they are required to spend part of their lunchtime break in the Reflection Room, which is staffed by a senior member of staff. During their time in the room, children are supported and guided to reflect on the issues that resulted in



them being asked to attend the Reflection Room. A behaviour incident form is completed with the pupil to outline the setting, triggers, actions and results of the incident (STAR format). The pupil is asked to contribute to this, by writing (staff to scribe as appropriate) their own reflections on their behaviours and how they can manage their behaviour more positively in the future.

The Reflection Room is designed to be a quiet, safe space where children can retreat from challenging situations and reflect on their own behaviours. It allows us to provide personalised support to pupils in understanding the consequences of poor behaviour and the rewards of positive behaviour, so that they can have increasingly positive learning experiences in school. This includes opportunities for children to be referred for additional support from the Pastoral Lead. This is in line with the school's adopted approach to Trauma Perceptive Practice (TPP)

### **Behaviour outside of the classroom**

During break time and lunchtime, children are still required to meet the expected standards of behaviour which include being respectful to all. If a child is not meeting the expected standard of behaviour, they will be issued with a yellow card and be have a restorative talk with an adult outside.

If a child displays more extreme deviations from the expected standard, they can be sent directly to the Reflection room. Examples of behaviour that will result in this sanction (though not limited to) are:

- Physical fighting
- Using foul language
- Purposefully spitting at others
- Repeated disrespectful behaviour towards staff and peers

### **Supporting pupils with specific needs**

We understand that in exceptional circumstances, some pupils require further support to meet the expected standards of behaviour. Through the use of consistent management plans, we support pupils and their individual needs to work towards manageable expectations throughout the school day. This kind of provision is intended to be used in the short term but is designed to have long term impact.

### **3.3 Role of Staff**

We strongly believe that the adults in school should model high standard of behaviour and embody the school values when interacting with both children, colleagues and the school community.

All adults at Springfield Primary School are expected to:

- Encourage a positive climate with clear expectations that are communicated with pupils
- Promote and model honest, courtesy and respect to everyone
- Ensure fair treatment of all regardless of age, gender, race, ability or disability
- Model and build relationships built on kindness, respect and understanding the needs of others
- Implement our behaviour policy consistently

### **3.4 Role of the Head**

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by upholding the behaviour policy, setting the standards of behaviour,



and supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour, which are outlined later in the policy. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been consulted.

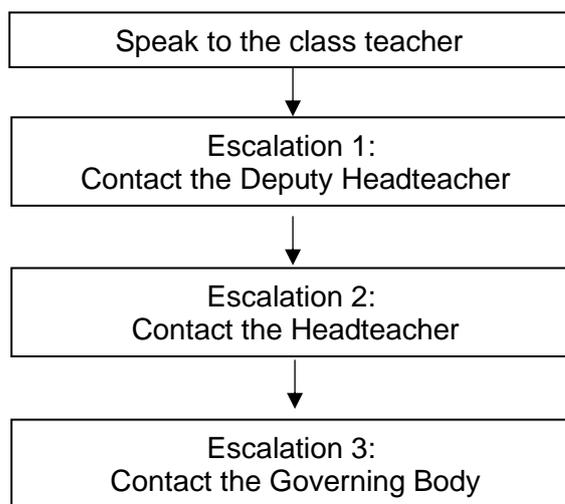
### **3.5 Role of Parents**

The school seeks to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school code of conduct and expectations in the school prospectus and home-school agreement.

Our aim is to:

- build a supportive dialogue between the home and the school
- inform and involve parents if we have concerns about their child’s welfare or behaviour
- working collaboratively to ensure a positive experience of school for all

As a school, we seek the support of parents in our implementation of this policy, including sanctions when deviations from the expected behaviour standards occur. However, if a parent has a concern about the implementation of the behaviour policy, the following lines of communication should be used:



If you wish to make a formal complaint, additional guidance can be found in the school complaints policy.

### **3.6 Role of Governors**

The Governing Body has the responsibility of approving general guidelines on standards of discipline and behaviour, approving this policy and evaluating its effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour policy, but may seek the advice of Governors on occasion.

The Governors will follow the agreed grievance procedure in cases of a complaint as set out in the Complaints Policy.



#### 4.0 Suspensions

At Springfield we endeavour to intervene early in a supportive, proactive, positive way to help pupils manage their behaviour, however there may be instances when alternative sanctions are required. The headteacher has the authority to grant fixed term and permanent suspensions if necessary. The Chair of Governors is informed of all fixed term and permanent suspensions.

The following behaviours may result in a fixed term suspension:

- Violence to a peer or adult
- Swearing at an adult
- Spitting at a peer or adult
- Abuse aimed on vulnerable groups (eg race, nationality, gender etc)
- Extreme disruptive behaviour that puts the safety of themselves or others at risk
- Continued disruptive behaviour
- Leaving the school site without permission

This is not an exhaustive list; further guidance can be found by accessing the Department for Education guidance <https://www.gov.uk/government/publications/school-exclusion>, which we adhere to.

For children with a high level of additional need, we make reasonable adjustments and may implement behaviour systems in a manner that support their specific needs. If, despite the appropriate adult support, a child with SEND displays the above behaviours, it may result in a suspension or permanent exclusion.

#### 5.0 Anti-Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can thrive academically, socially and emotionally. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should feel able to disclose to a trusted adult, safe in the knowledge that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Our Life Skills curriculum endeavours to educate pupils about all kinds of bullying, how to identify it, challenge it and overcome it.

##### **What Is Bullying?**

Bullying is a deliberate and **repeated** act usually directed at one person. It may be instigated by one individual or a group. It is the threat or use of aggression (verbal or physical) with the intention of hurting another person and often results in pain and distress to the victim.

Bullying can be:

- Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical- pushing, kicking, hitting, punching or any use of violence
- Racist-racial taunts, graffiti, gestures
- Sexual-unwanted physical contact or sexually abusive comments
- Homophobic-because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber-all areas of internet, such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology i.e. camera & video facilities

If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class



teacher should be informed.

- The member of staff should speak to the child/children involved
- The member of staff involved should try to ascertain the true details by:
  - Taking the incident seriously
  - Keeping calm: never over-react, instead act with calmness and fairness, even while showing displeasure with the child's/children's behaviour
  - Listening to both/all sides of the reported incident
  - Reassuring the victim
  - Make sure that all parties involved understand what behaviour/action is being disapproved of and why
  - Being seen to treat all parties fairly and with a consistent approach
  - Trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent the reoccurrence of unwanted incidents

All suspected incidents of bullying should be reported to the **headteacher, deputy headteacher or pastoral lead** so that the situation/individual can be monitored. If in the judgement of the head teacher, the incident is believed to be bullying, parents will also be informed. Actions will be discussed and agreed together in order to prevent an escalation of the problem.

If the reported incident is judged to be bullying then a copy of key details relating to the victim(s) and bully(ies) must go in the pupils' personal file. This report should include:

- Who was involved
- Where and when the event(s) happened
- What happened
- What action was taken
- How action was followed up

When incidents have been identified as bullying the following steps will be taken by the class teacher or headteacher:

- Inform the parents of both parties
- Involve them in agreeing a course of action
- Monitor and report back at regular intervals

It is important for school and home to work together as a team and be pro-active in dealing with the issue in a consistent manner. By working together bullying behaviour can be eradicated. It must be remembered that both the bully(ies) and the victim(s) may need help to prevent the actions re-occurring. On most occasions this will be from within the school and home. However, on rare occasions, outside agencies may need to be involved.

### **Child on Child Abuse**

**This is defined as *'any premeditated act which causes physical or emotional harm'*.**

Springfield Primary School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or ignored as part of 'banter' or 'growing up'. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate



management of child on child abuse within our school and beyond.

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. Please refer to our child on child abuse policy which can be found on our website.

### **6.0 Associated policies and guidance**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_school.pdf)

<https://www.gov.uk/government/publications/school-exclusion>

Child on Child Abuse Policy

Child Protection Policy