Springfield Junior School

Behaviour Policy

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Revision History

Version	Date	Author	Summary of changes

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1. Statement of Intent

Springfield Junior School is committed to creating a calm, safe, inclusive and ambitious environment where every child can learn, thrive and achieve their full potential. We believe that positive behaviour, strong relationships and consistent expectations are fundamental to successful learning and wellbeing.

This policy has been developed in accordance with Behaviour in Schools, School Suspensions and Permanent Exclusions, Searching, Screening and Confiscation and Restrictive Interventions, Including Use of Reasonable Force in Schools.

2. Legislative Framework and Guidance

This policy should be read alongside:

- Behaviour in Schools (DfE, February 2024)
- School Suspensions and Permanent Exclusions (DfE, July 2026)
- Searching, Screening and Confiscation (DfE, July 2023)
- Restrictive Interventions, Including Use of Reasonable Force in Schools (DfE, April 2026)
- Keeping Children Safe in Education (KCSIE)
- SEND Code of Practice

- Equality Act 2010
- Education Act 1996
- Education and Inspections Act 2006
- Human Rights Act 1998

Statutory guidance links:

https://www.gov.uk/government/publications/behaviour-in-schools--2

https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

https://www.gov.uk/government/publications/searching-screening-and-confiscation

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

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3. Our Behaviour Culture

At Springfield Junior School, we believe that every member of our community has the right to feel safe, valued, respected and included. We have high expectations for everyone because we know that positive relationships, mutual respect and a strong sense of belonging enable children and adults to thrive.

Our school values of Kind, Courageous and Proud underpin everything we do. They shape the way we learn, work and build relationships, creating a calm, welcoming and purposeful environment where everyone can achieve their very best.

We are proud to be an inclusive school. We recognise that every child is unique and that behaviour is a form of communication. We understand that children may experience barriers to learning and self-regulation for many reasons, including SEND, neurodiversity, trauma and adverse childhood experiences. We are committed to understanding these needs, making reasonable adjustments where appropriate and providing the support children need to succeed.

All staff, governors, volunteers and visitors play an important role in modelling the behaviours we want our children to develop. We lead by example, communicating with kindness, respect and professionalism, recognising that every interaction is an opportunity to teach, build trust and strengthen relationships.

We celebrate diversity and treat every individual with dignity, fairness and respect. Bullying, discrimination, intimidation and abusive behaviour have no place at Springfield Junior School. We are committed to creating a community where everyone feels they belong, differences are valued and every individual is encouraged to flourish.

Our approach to behaviour is relational, restorative and consistent. We teach children the skills they need to regulate their emotions, develop positive relationships and make

responsible choices. When behaviour falls below our expectations, we seek to understand what has happened, repair relationships where appropriate and support children to learn from their experiences while maintaining high expectations for all.

We recognise that the success of every child depends on a strong partnership between school, home and the wider community. By working together and living our values of Kind, Courageous and Proud, we create a school where children feel safe, develop confidence, achieve success and are well prepared for life beyond Springfield Junior School.

4. Our Behaviour Principles

1. Kind, Courageous and Proud

At Springfield Junior School, our values underpin everything we do. Every member of our community is expected to demonstrate these values through their behaviour, attitudes and interactions.

2. Everyone Has the Right to Feel Safe and Included

Everyone has the right to feel safe, respected, included and valued in a nurturing and ambitious learning environment.

3. Positive Behaviour is Taught and Celebrated

We teach, model and celebrate positive behaviour, recognising that children develop socially and emotionally at different rates.

4. Behaviour is a Form of Communication

We seek to understand behaviour, including the impact of SEND, neurodiversity, trauma and adverse experiences, while maintaining high expectations.

5. Support and Accountability Go Hand in Hand

Children are supported to understand the impact of their behaviour, repair relationships and develop self-regulation.

6. Meeting Individual Needs While Protecting the Whole Community

We make reasonable adjustments while balancing individual needs with the safety, wellbeing and learning of the whole school community.

7. Kindness and Respect Are Everyone's Responsibility

Bullying, discrimination, intimidation, harassment and abusive behaviour have no place within our school community.

8. Partnership with Families

We work in partnership with parents, carers and professionals to help every child become Kind, Courageous and Proud.

5. Roles and Responsibilities

Staff

Staff will:

- Maintain high expectations.
- Model respectful behaviour.
- Build positive relationships.
- Use restorative approaches.
- Teach and reinforce behaviour expectations.
- Apply rewards and consequences consistently.
- Provide appropriate support and reasonable adjustments where necessary.
- Record significant behaviour incidents.

Pupils

Pupils are expected to:

- Be Kind, Courageous and Proud.
- Follow adult instructions.
- Show respect to others.
- Take responsibility for their behaviour.
- Allow others to learn.
- Look after property and the school environment.
- Keep themselves and others safe.

Parents and Carers

Parents and carers are expected to support the school's values and behaviour expectations and work positively with staff to support their child's development.

6. Promotion of Expected Behaviours

Positive behaviour is promoted through consistent relationships, high expectations and a calm, supportive approach.

Staff will:

- Teach, model and reinforce our values of Kind, Courageous and Proud.
- Build positive relationships and provide clear, consistent expectations.
- Use positive language, praise and encouragement.
- Give calm reminders and clear warnings before behaviour escalates.
- Make reasonable adjustments and use personalised strategies for pupils with SEND.
- Use Team Teach de-escalation strategies, including calm communication, active listening, offering choices, reducing demands where appropriate, respecting personal space and supporting pupils to regulate their emotions.
- Use co-regulation strategies before discussing behaviour or applying consequences.
- Apply consequences fairly, consistently and proportionately, helping pupils repair relationships where appropriate.

7. Recognition and Rewards

Positive behaviour will be recognised and celebrated through:

- Verbal praise
- Positive feedback
- Dojo points
- Certificates
- Celebration assemblies
- Headteacher recognition
- Positive communication with parents
- Additional responsibilities and leadership opportunities

Recognition focuses on pupils who demonstrate our values of Kind, Courageous and Proud.

8. Behaviour Consequences Ladder

While our primary focus is on promoting positive behaviour, consequences may be necessary when pupils choose not to follow school expectations.

Consequences will be applied fairly, consistently and proportionately, taking account of individual circumstances, SEND, age and developmental needs.

Step 1 - Gentle Reminder

- Calm reminder of expectations.
- Opportunity to correct behaviour independently.
- Re-teaching where necessary.

Step 2 - Removal of Dojo Point

- A Dojo point may be removed.
- Staff explain the expectation that has not been met.
- Opportunity is given to make a better choice.

Step 3 - Time Out in Class

- Short period of reflection within the classroom.
- Child remains supervised.
- Opportunity to regulate and re-engage with learning.

Step 4 - Time Out in Another Class

- Temporary removal to a partner classroom.
- Reflection and completion of work.
- Restorative conversation before returning.

Step 5 - Reflection

- Formal reflection with an adult.
- Completion of a reflection sheet or restorative discussion.
- Parents may be informed where appropriate.
- Agreed actions to support future success.

Step 6 - Internal Suspension

- Temporary removal from the normal classroom environment.
- Work completed under adult supervision.
- Parents informed.
- Reintegration discussion following the sanction.

Step 7 - External Suspension

The Headteacher may issue a suspension where behaviour is serious, persistent or poses significant risks to learning, safety or wellbeing.

Suspensions will be implemented in accordance with School Suspensions and Permanent Exclusions.

Step 8 - Permanent Exclusion

Permanent exclusion will only be considered as a last resort and in accordance with statutory guidance. It may occur:

- For repeated failure to follow school rules despite extensive support and intervention.
- For persistent disruption that significantly affects the education, welfare or safety of others.
- For a dangerous or serious incident.
- Where the Headteacher determines that allowing the pupil to remain in school would seriously harm the education, welfare or safety of others.

Permanent exclusions will only be made in accordance with statutory guidance.

9. Bullying

Bullying, discrimination, harassment, intimidation and abusive behaviour are unacceptable.

Bullying may include:

- Physical bullying
- Verbal bullying
- Emotional bullying
- Online/cyberbullying
- Prejudice-based bullying

All allegations will be taken seriously, investigated promptly and responded to in accordance with the school's Anti-Bullying Policy.

10. SEND and Vulnerable Pupils

The school recognises that some pupils may require additional support to meet behaviour expectations.

Reasonable adjustments may include:

- Individual Behaviour Support Plans
- Risk assessments

- Safe spaces
- Sensory support
- Adapted approaches
- Multi-agency involvement
- Enhanced pastoral support

The school will always consider the needs of pupils with SEND while maintaining the safety and wellbeing of the wider school community, as required by Behaviour in Schools.

11. Working in Partnership with Parents and Carers

At Springfield Junior School, we believe that children achieve their very best when parents, carers and school work together in a positive, respectful and supportive partnership.

Parents and carers are responsible for:

- Ensuring their child attends school regularly, arrives on time and is ready to learn.
- Promoting positive attitudes towards learning, behaviour and education.
- Supporting the school's Behaviour Policy and values.
- Encouraging their child to take responsibility for their behaviour.
- Ensuring their child wears the correct uniform and arrives prepared for learning.
- Communicating respectfully with all members of the school community.
- Raising concerns through the appropriate school procedures.

In return, Springfield Junior School is committed to working openly, honestly and professionally with families.

We welcome constructive dialogue; however, abusive, threatening, intimidating or aggressive behaviour towards any member of the school community will not be tolerated. This includes behaviour in person, by telephone, in writing, by email or on social media.

The Headteacher has the authority to regulate access to the school site and may withdraw permission for an individual to enter or remain on the premises where their behaviour compromises the safety, wellbeing or effective operation of the school.

In accordance with Section 547 of the Education Act 1996, it is a criminal offence for a person who is on school premises without lawful authority to cause or permit a nuisance or disturbance.

Where appropriate, the Headteacher may:

- Require an individual to leave the premises immediately.
- Withdraw permission to access the school site.
- Require future meetings to take place by appointment or remotely.
- Seek support from the police where necessary.
- Take further action in line with the school's Parent Code of Conduct and Complaints Policy.

12. Searching, Screening and Confiscation

The school may screen, search and confiscate items in accordance with Searching, Screening and Confiscation.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and vaping products
- Fireworks
- Pornographic images
- Any item likely to cause harm

13. Restrictive Physical Intervention

Where behaviour presents a risk of harm, staff will follow Team Teach guidance, individual risk assessments and Behaviour Support Plans.

Restrictive physical intervention will only be used as a last resort when it is reasonable, necessary and proportionate to keep people safe. Staff will always seek to use de-escalation, co-regulation and preventative strategies first. This approach reflects national guidance on restrictive interventions and reasonable force.

All incidents involving restrictive intervention will be recorded, monitored and reported in accordance with statutory requirements.

14. Monitoring and Review

The Headteacher and Governing Body will monitor:

- Behaviour incidents
- Suspensions
- Permanent exclusions
- Bullying incidents
- Attendance
- Use of reasonable force
- Behaviour patterns relating to protected characteristics and SEND

This policy will be reviewed annually or earlier if statutory guidance changes.

Related Policies

- **Anti-Bullying Policy**
- **Child Protection and Safeguarding Policy**
- **SEND Policy**
- **Attendance Policy**
- **Online Safety Policy**
- **Parent Code of Conduct**
- **Complaints Policy**
- **Equality Policy**
- **Physical Intervention Policy**
- **Exclusions Policy**