



# Springfield Primary Academy Behaviour and Relationships for Learning Policy

Audience: Parents/Guardians, Springfield Staff, Local Governing Body, Trustees

Ratified: Springfield Local Policy, Local Governing Body, March 2025

Other related policies: Safeguarding and Child Protection Policy, Complaints Policy, Attendance, Absence and Punctuality Policy

Policy owner: Shabir Ahmad – Head Teacher

Review: This policy was reviewed and implemented in March 2025 at Springfield Primary Academy. It will next be reviewed in March 2026.



## **Contents**

- 1. Vision, Intent, and Rationale**
- 2. Our Principles**
- 3. Our Approach**
- 4. Aims and Purpose**
- 5. Equality**
- 6. Values and Rights**
- 7. Our Curriculum**
- 8. Roles and Responsibilities**
- 9. Procedures**
- 10. Bullying/Peer on Peer Abuse**
- 11. Pupils with Additional Needs**
- 12. Managed Moves**
- 13. Exclusion of Pupils**
- 14. Inappropriate Behaviour Outside of School**
- 15. Physical Intervention**
- 16. Searching or Confiscating Items**
- 17. Malicious Allegations**
- 18. Training**



## 1. Vision, Intent, and Rationale

At Springfield Primary Academy, we believe that one of our most important responsibilities is working in partnership with parents to equip children with the skills, values, and moral purpose to become successful citizens who can contribute positively to society and life in modern Britain. Our vision is to inspire futures and make memories. Our core beliefs influence the choices we make daily to realize this vision. These core beliefs include learning creatively with high expectations, integrity, respect, resilience, and determination.

## 2. Our Principles

Springfield Primary Academy is committed to ensuring high standards of behaviour to engage and educate all pupils, enabling them to make outstanding progress in their learning. This policy aims to promote respect, responsibility, and safety within our school community while fostering a culture of mutual support and growth. Our Behaviour and Relationships for Learning Policy is based on the clear values of **High Expectations, Integrity, Respect, Resilience and Determination**. All staff are responsible for implementing this policy, and all pupils are responsible for behaving in accordance with the policy, with the support of staff, parents, and carers.

## 3. Our Approach

At Springfield Primary Academy, we believe in fostering a positive and supportive learning environment where every child feels valued, respected, and safe. Our approach to behaviour is rooted in promoting personal growth, fostering responsibility, and nurturing social-emotional development. We use a **restorative approach** to promote accountability and repair relationships when harm has been caused. This involves:

- **Respect:** Listening to others' opinions and valuing them.
- **Responsibility:** Taking ownership of one's actions.
- **Repair:** Engaging in a conversation to resolve harm.
- **Reintegration:** Ensuring that pupils can return to learning and be part of the school community after resolving conflicts.

## 4. Aims and Purpose

Springfield Primary Academy will:

- ✓ Provide a safe and positive learning environment to enable all pupils to progress.
- ✓ Establish a positive ethos based on respect, kindness, and resilience.
- ✓ Promote consistency when managing behaviour.
- ✓ Support pupils to manage their own behaviour in lessons and around the school site.
- ✓ Actively listen to pupils to ensure that their voices are heard.
- ✓ Investigate reasons around continuous negative behaviour and refer to appropriate intervention.

Our pupils should expect to:

- ✓ Receive mutual respect and kindness amongst all members of the school community.
- ✓ Improve their skills to become independent, resilient, and respectful learners who endeavour to achieve their potential.
- ✓ Become successful learners who can integrate effectively into society, develop as responsible citizens, and be confident throughout their lives in their ability to learn.



## 5. Equality

Underpinning every aspect of our school are the beliefs of equality and justice. Springfield Primary Academy staff are committed to ensuring that every member of their school community behaves in a manner which is respectful. No member of their community should behave in an aggressive manner, particularly where race, disability, or gender are the issues. Springfield Primary Academy believes it is their duty to ensure that the community remains a safe and secure environment, remaining vigilant of inappropriate behaviour and bullying.

## 6. Values and Rights

At Springfield Primary Academy, we will take every opportunity to promote British Values, defined by the government as democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs.

### 6.1 Democracy

Democracy will be embedded at our school. Pupils will always be listened to by adults and will be taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. As the children get older, we will have a pupil parliament where pupils can air their opinions and ideas. This will be elected by pupils, reflecting our British electoral system and demonstrating democracy in action.

### 6.2 The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, will be consistently reinforced. Pupils will be taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. School assemblies and visits from authorities such as the Police and Fire Service help reinforce this message.

### 6.3 Individual Liberty

Within school, pupils will be actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils will be encouraged to know, understand, and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e-safety and PSHE lessons.

### 6.4 Mutual Respect

Mutual respect will be at the heart of our values. Children will learn that their behaviours impact their own rights and those of others. All members of the school community will treat each other with respect.



## 6.5 Tolerance of those of Different Faiths and Beliefs

Springfield Primary Academy welcomes all children and families and promotes diversity. Assemblies are regularly planned to address and celebrate different beliefs and cultures either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHE, and teaching will reinforce this, and members of different faiths or religions will be encouraged to share their knowledge to enhance learning. We will actively challenge pupils, staff, or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

## 7. Our Curriculum

The curriculum at Springfield Primary Academy is designed to fully support pupils' social, emotional, and mental health as well as teach them about keeping themselves and others safe. Safeguarding issues and safe/unwanted behaviours are taught throughout many subjects but are also taught discreetly. Some pupils also benefit from individual or small group teaching regarding particular behaviour or safeguarding issues. This flexibility in the curriculum and our teaching is vital in addressing arising issues/behaviours which may occur.

## 8. Roles and Responsibilities

### 8.1 The Trust

The Trust is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### 8.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 8.3 Senior Leadership Team (including Pastoral Lead)

SLT will:

- ✓ Deal with incidents of significant misbehaviour and liaise with staff, teachers, parents/carers, and other members of SLT where necessary.
- ✓ Analyse and monitor incidents recorded on the school's behaviour management system and act/report to SLT/other stakeholders as appropriate.
- ✓ Monitor persistent poor behaviour, alongside class teachers, and provide appropriate strategies and interventions to support pupils.
- ✓ Provide appropriate CPD to support staff in managing behaviour and establishing strong relationships.



## 8.4 Teaching Staff

Teachers will:

- ✓ Develop a positive relationship with pupils.
- ✓ Establish clear routines.
- ✓ Highlight, celebrate, and promote good behaviour.
- ✓ Conclude the day positively and start the next day/lesson afresh.
- ✓ Deal effectively with low-level disruption.
- ✓ Use reinforcement, targeted praise, de-escalation, and preventative strategies to maintain an appropriate environment for learning.
- ✓ Maintain a calm and positive manner and foster positive interactions with pupils.
- ✓ Display the school values and allude to them constantly.
- ✓ Create and maintain a stimulating environment that encourages pupils to be engaged with their learning.
- ✓ Liaise effectively and regularly with parents and carers about their child's behaviour.
- ✓ Raise concerns with SLT/SENDSCO if a pupil's behaviour has deteriorated and needs additional support/intervention.

## 8.5 All Staff

All staff are responsible for setting the tone and context for positive behaviour around the school. All staff are responsible for:

- ✓ Implementing the behaviour policy consistently, fairly, and in a calm manner.
- ✓ Modelling and teaching positive behaviour.
- ✓ Creating a calm, supportive, and high-quality learning environment.
- ✓ Providing a personalised approach to the specific behavioural needs of particular pupils.
- ✓ Recording significant behaviour incidents.

## 8.6 Pupils

Pupils, with the support of staff, parents, and carers, are expected to take responsibility for their conduct both inside and outside school and make clear, positive, and safe choices regarding their behaviour. All pupils will be expected to always act in line with our core values of respect, kindness, and resilience.

## 8.7 Parents

Parents and carers are expected to work in partnership with Springfield Primary Academy to support the school in maintaining high standards of behaviour. Parents and carers are expected to encourage a positive attitude to school life, ensuring their child attends regularly and punctually, with appropriate uniform and equipment, and to ensure that the school is notified of any absence by telephone immediately.



## 9. Procedures

### 9.1 Support Pupils with Self-Regulation

Our approach is based on values which separate the person from the behaviour. We promote accountability and seek to repair any harm caused in a situation which helps to create a peaceful learning environment for children to become successful learners and responsible citizens.

### 9.2 Dealing with Unwanted Behaviour

The school may use one or more of the following sanctions in response to unwanted behaviour:

- Use of a warning system.
- A verbal reminder of our expectations.
- Explaining the possible impact of misbehaviour on others.
- Withdrawal from lessons followed by a restorative conversation.
- Missing some or all of 'playtime'.
- 

## 10. Bullying/Peer on Peer Abuse

**Definition of Bullying:** Springfield Primary Academy has chosen to adopt a definition that includes any behaviour, over a period of time, that leaves someone feeling physically and/or mentally hurt or worried, unwanted and/or frightened, unable to do well and achieve, 'badly different', alone, unimportant and/or unvalued, or unable to see a happy and exciting future.

### Forms of Bullying:

- Physical: Kicking, hitting, taking and damaging belongings.
- Verbal: Name-calling, taunting, threats, offensive remarks.
- Relational: Spreading nasty stories, gossiping, excluding from social groups.
- Racial: Using race or religious differences.
- LGBTQ+-phobic: Making fun of someone's sexuality or gender identification.
- Cyber: Texts, emails, picture/video clip bullying, other forms of social media.

### Approach to Preventing and Addressing Bullying:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to the service provider.
- Sanctioning, in line with this policy, which may include official warnings, loss of breaktimes, and internal, fixed-term, or permanent exclusions.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance, which may include involvement from the Police or referrals to Early Help, Children Social Work Service, external agencies that will educate pupils, or the Children and Young People's Mental Health Service.



## 11. Pupils with Additional Needs

Springfield Primary Academy recognises that some children have additional needs which may impact their ability to regulate their emotions and/or control their behaviour. We use a graduated approach to supporting such pupils, assessing their needs using a variety of tools and working closely with a variety of professionals. Where we have concerns about the behaviour or risk of exclusion of a child with additional needs, a pupil with an EHC plan, or a looked-after child, we will consider what additional support or alternative placement may be required. This may involve assessing the suitability of Springfield Primary Academy for the pupil. Where a pupil has an EHC plan, we will consider requesting an early annual review or interim/emergency review.

## 12. Managed Moves

We may, on rare occasions, use suspensions at school. This is a fixed amount of time that a child must stay at home rather than attend school. These will only be used as a last resort where all other methods to restore behaviour have failed. We understand as a school that suspensions do not consider a resolution for issues the child may be facing. The suspension will be used as a time to look at other options for the child so that we are actively aiming to restore a child's positive school experience and pro-social behaviours.

To avoid a pupil being permanently excluded from Springfield Primary Academy, they might be referred to the local authority Area Behaviour Panel. This may result in a pupil being offered a temporary placement in another school to support them in improving their behaviour. There are three tiers to managed moves:

- **Tier 1 Managed Move:** Usually takes place as it is felt that the pupil needs a fresh start elsewhere.
- **Tier 2 Managed Move:** Usually takes place as a result of ongoing behaviour issues.
- **Tier 3 Managed Move:** Involves going to another placement to avoid a permanent exclusion.

There will be a review at five weeks and ten weeks, and if the host school agrees after ten weeks to take on the pupil, they will move off roll from Springfield Primary Academy and on roll at the new school. At any time during the ten weeks, the pupil's placement can be terminated, and the pupil will return to Springfield Primary Academy where the next step of action will be discussed.





### 13. Exclusion of Pupils

The school uses three types of exclusions: internal exclusions, fixed-term exclusions, and permanent exclusions. These operate at the discretion of the Headteacher. Where we have concerns about the behaviour or risk of exclusion of a child with additional needs, a pupil with an EHC plan, or a looked-after child, we will consider what additional support or alternative placement is required. This should involve assessing the suitability of provision for a pupil's SEND. Where a pupil has an EHC plan, Springfield Primary Academy will consider requesting an early annual review or interim/emergency review.

All these options ensure that a child remains in education and that the education they are receiving is suitable for them whilst also creating a conducive environment for other pupils within the school. In absolute extreme circumstances, it may be our only option as a school to permanently exclude a child. This will only be an absolute last resort and after all other avenues have been explored with both with child and their parents/ carers. School exclusions can have a detrimental impact on a child's later life, and we wish to avoid this whenever possible.

### 14. Inappropriate Behaviour Outside of School

The Headteacher has the power to discipline pupils for misbehaving outside of the school premises when the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- Posing a threat to the orderly running of the school.
- Posing a threat to another pupil or member of the public (including inappropriate use of the internet and cyberbullying outside of school).
- Posing a threat to the reputation of the school.

The level of discipline will be appropriate to the inappropriate behaviour displayed and is also dependent on the level of harm caused. This could include internal, fixed, or permanent exclusion from school.

### 15. Physical Intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Committing an offence.
- Causing significant disorder.
- Hurting themselves or others.
- Damaging property.



**Approach to Best Practice:** Springfield Primary Academy is committed to safeguarding our pupils and strives to achieve best practice where physical intervention is not necessary. We actively research, adopt, and promote strategies to reduce physical intervention and positively influence behaviour. Physical intervention will always be used as a last resort, applied using the minimum amount of force and for the minimum amount of time possible, and used in a way that maintains the safety and dignity of all concerned. Incidents of physical restraint must be recorded and reported to parents.

## 16. Searching or Confiscating Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- A member of staff can confiscate, retain, or dispose of a pupil's property as a punishment if it is reasonable in the circumstances. In most cases, the confiscated property will be returned to the pupil or their Parent/Guardian at the end of the school day.
- Staff can search without consent for “prohibited items” including weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury, or damage to property, and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## 17. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## 18. Training

The Trust Board will ensure that appropriate high-quality training on all aspects of behaviour management, care and control, and safeguarding is provided to support the implementation of the policy.