

SPA Behaviour and Recognition Policy

Promoting Positive Behaviour Choices

DATE: February 26
POLICY LEAD: Mrs R Malton
APPROVED BY: LGB

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VERSION NUMBER	DATE ISSUED	UPDATED INFORMATION	
1	December 22	Policy rewritten – positive reinforcement approach; consequence ladder developed.	
2	October 24	Recognition instead of reward. Added Vision of the academy and how the policy supports pupils to achieve this.	
3	February 26	Developed a more specific tiered approach to support consistency of implementation including pupils with complex needs. Updated core values, vision and motto.	

Vision and values

Core values of the Academy

Teamwork > Resilience > Independence > Courage > Kindness

At Springwood, we know the TRICK to becoming confident, capable adults is to develop strong teamwork, resilience, independence, courage and kindness from an early age.

Motto

Work hard: Be Kind.

Vision of the Academy

At Springwood, all pupils will become Readers for Life, Aspirational, Responsible Citizens who have the confidence and capabilities to succeed in the next stage of their life journey.

As an Academy, we are passionate that all pupils should develop these values and skills early in life to become successful, happy and confident young people, ready to excel as adults. Our behaviour and recognition policy promotes positive behaviour choices and supports pupils to develop the life-skills required to be successful young people and adults.

Ethos

A well-ordered environment and good behaviour are necessary for effective learning and teaching to take place. Good behaviour and behaviour management should help every child to succeed and to achieve their full potential. Development of self-regulation and independence ensure that these behaviours become intrinsic and supports automaticity.

It is important to recognise that the vast majority of the pupils at Springwood Primary Academy are well behaved, kind, polite and show respect for each other and the adults with whom they interact. Our academy behaviour and recognition policy actively promotes the responsibilities of all members of the academy to ensure self-regulation, self-discipline, honesty, politeness and working together harmoniously are skills which are developed through a child's learning journey.

Promoting positive behaviour requires a shared understanding and commitment by all staff, pupils, parents/carers, governors, outside agencies and the wider community. Consistency of practice is needed across the academy to ensure that pupils know and understand the expectations of behaviour plus why it is important that these standards are maintained. This policy aims to provide the means of ensuring: A shared set of understandings; a framework for consistent approaches and practices.

Aims of our Academy

- To create a safe, caring, engaging and happy environment where all pupils and staff can thrive;
- To develop a respectful and tolerant attitude towards each other;
- To promote habits of self-regulation, self-discipline, resilience and hard work;
- To ensure that the academy routines and practices actively protect the rights of the individual and ensure equity for all.

The Aims of this Policy

- To promote positive behaviour choices;
- To define behaviour expectations, including behaviours for learning, so pupils clearly understand how to be successful;
- To acknowledge that the maintaining of good behaviour within the academy is a shared responsibility;
- To empower staff with the confidence, skills and knowledge to determine and request appropriate behaviour from everyone and to respond in a consistent, effective way to challenging and difficult situations, thereby:
 - reducing conflict and uncertainty in encounters between pupils and staff.
 - enabling pupils and staff to emerge from difficulties with a positive sense of themselves and their purpose.

Promoting Positive Behaviour Choices

Underlying our policy is a belief that the academy should provide every pupil with the opportunity to reach their full potential in an environment which encourages teamwork, resilience, independence, risk-taking (courage) and kindness (understanding and tolerance) towards each other. We strive to create a safe, calm, inclusive and caring environment where teachers can teach and every pupil can learn freely and fully. We believe that this can be achieved when:

- Staff praise pupils for positive behaviour and attitudes to learning;
- Routines are consistent and expectations of learning and behaviour are high and clearly understood by all;
- Parents are informed of exemplary behaviour, attitudes and achievements e.g. through learner levels, celebration assemblies, class dojo rewards.
- Class Charters ensure these expectations are reviewed within classrooms to ensure they meet the age-expectations plus develop a shared understanding and agreement around the responsibilities as well as the rights of all members of the academy community.



Excellence



Equity



Empowerment

Responsibilities and Rights

The understanding of, and commitment to, the responsibilities and rights of all is fundamental to promoting positive behaviour choices and an environment where all can flourish. All members of the academy community at Springwood Primary Academy have their own responsibilities and rights.

Responsibilities

Staff	Pupils	Parents/Carers
• To lead by example – modelling the core values of the Academy. • To follow the agreed behaviour approach consistently. • To celebrate pupils' achievements and positive learning behaviours. • To maintain high expectations of all pupils. • To understand and meet educational, social, emotional and behavioural needs of all. • To provide a high quality and engaging curriculum. • To provide high quality resources and an engaging, safe learning space.	• To follow the core values of the academy, developing these skills over time. • To show kindness and understanding towards others. • To listen to others, respect their opinions and celebrate individuality. • To follow adult instruction timely and politely; to question decisions in a respectful manner. • To display positive learning behaviours and a readiness for learning to ensure all pupils can learn well. • To demonstrate independence, resilience and courage to take risks in learning to achieve well. • To value the academy by taking responsibility for their own learning; and the management of their own equipment and learning spaces. • Work hard: Be kind.	• To ensure that pupils arrive on time each day in full academy uniform and with appropriate equipment. • To show respect towards school staff and other pupils, modelling the school values. • To work with school to support the learning and behaviours of their child. • Set high expectations of their child's learning and behaviour. • Ensure home learning is completed consistently to support development of core values and learning progress.

Rights

If all members of the academy community take responsibility for their actions, then all pupils will have the right to:

- learn to their full potential;
- know how to be successful and have their achievements and efforts recognised and celebrated;
- be happy and feel safe;
- learn in a valued and respected learning environment;
- be treated equitably and with respect.

RECOGNITION POLICY

Recognising and reinforcing positive behaviours and celebrating success is a fundamental part of this policy which supports pupils to learn from themselves and others around them.

Purpose

To recognise and, in turn, promote positive behaviour choices.

To celebrate positive learning behaviours and attitudes; in turn promoting high expectations of learning.

To celebrate achievements and effort promoting the development of resilient, independent learners who have the courage to become active life-long learners.

To support pupils to become confident individuals with a 'can do' attitude and a positive outlook on life; striving to be their very best and believing in themselves.

What should be recognised

Pupils demonstrating core values – TRICK (Teamwork > Resilience > Independence > Courage > Kindness).

Pupils displaying positive learning behaviours and attitudes including a readiness for learning.

Pupils working hard.

Pupils being kind.

Pupil effort – recognition of commitment in order to achieve more or succeed further.

Pupils being consistent role models within the Academy and supporting others to do the same (gold learners).

Pupils taking responsibility of their own learning and successes becoming independent and resilient learners.

Pupil achievement and progress – pupils showing a commitment to learning.

Pupils' commitment to supporting the wider community.

Good, consistent attendance and punctuality.

Engagement with home learning.

How are pupils positively recognised?

The academy recognises and promotes positive behaviour choices and good attitudes to learning.

Praise, positive feedback, positive reinforcement and the use of a formal reward system (class dojo) are used to recognise success and positive choices. Feedback and praise is specific so pupils understand their success.

Awarding of 'class dojos'

Class dojos are earned by pupils who demonstrate positive behaviour choices in line with and above the expectations of the academy. There is a clear behaviour ladder to support positive recognition through rewards plus swiftly stop behaviour that falls below the expectations of the academy through the use of consequences where required (see appendix A). Each pupil collects class dojos – working towards a half-termly class dojo target; parents can see when their child/ren have been positively recognised through earning class dojos and parents are encouraged to celebrate these successes at home also.

Learner Level achievements

In addition to the above, consistent positive behaviour choices over time are recognised through the awarding of Learner Levels. Each term, class teaching teams agree the learner levels of each pupil as follows:

Bronze Learner

'I follow our core values most of the time but I sometimes need reminders to do my best.'

Silver Learner

'I follow our core values all of the time and consistently do my best without being reminded.'

Gold Learner

'I promote our core values in everything I do and I am a role model for the school.'

Pupils can achieve a bronze, silver or gold level each term; pupils are encouraged to strive to the next Learner Level each term. When a pupil achieves a new learner level, they receive a certificate and badge to acknowledge and celebrate this achievement during a Learner Level assembly.

Where a pupils' learner level behaviour or attitude to learning declines over a period of time, the principal will speak individually with the pupil to explain that their behaviour and attitude will be monitored over the next term. Should their behaviour and attitude not improve, their learner level would be removed.

Achieving the Learner Levels restarts again each school year, ensuring pupils understand **the new expectations** of each year group and maintain a desire to achieve and be their very best. Pupils should strive to achieve their Learner Levels every year.

All **gold learners** are invited to attend an end of year celebration with the Principal to recognise and celebrate their commitment to exemplary behaviour choices and supporting others to do the same.

Stickers

These may be given to recognise pupil success, effort, progress and achievement.

Celebration Assembly (celebrating demonstration of Core Values)

Celebration assembly takes place weekly. This is when the class teaching team recognises two pupils in their class for an aspect of school life that they are proud of e.g. demonstrating resilience in learning; being kind to others at playtime; working well as part of a team; being an active learner; producing high quality learning outcomes. They will receive a certificate to take home so that parents can celebrate this achievement too.

BEHAVIOUR POLICY – CONSEQUENCE LADDER

It is important to note that teachers and class adults are in the position of parent/carer whilst in the academy and therefore they should be treated with a high level of respect. Therefore, rudeness and disrespect will not be tolerated; any reasonable request from a teacher or any other member of staff should be carried out immediately and without argument.

Visitors in school should also be treated with respect as above.

Consequences

For any pupil who does not uphold their responsibilities and does not follow the expectations, including the core values, of the academy will receive a consequence. All staff follow the agreed formal consequence ladder (see appendix B) which ensures a consistent approach which is understood by all pupils and staff.

Pupils who receive a formal consequence will be monitored closely by the class teacher who will be supported by the inclusion team, vice principal and/or principal as appropriate. Incidents of unacceptable behaviour will be recorded on CPOMs as explained within the formal consequence ladder. Entries on CPOMs will be monitored by the Inclusion team and the principal. Parents will be informed of all red and grey level behaviours. Pupils reaching red and grey levels will have displayed major behaviours or persistent disruptive behaviour which has/could lead to major behaviour.

Class teachers, and all other adults in the academy, reinforce expectations of learning behaviours at the start of every lesson (Work hard: Be kind) plus use positive reinforcement of behaviours throughout learning to support pupil to be successful.

The Behaviour Ladder and Intervention System

A behaviour ladder and intervention system is necessary to ensure an appropriate response to each behaviour and to ensure early intervention. It should aim to change unacceptable behaviour: promoting positive behaviour choices. Plus, early intervention will provide pupils with the support needed to address the causes behind the behaviour/s or develop the strategies required to be successful. The staged intervention should be seen as a continuum from 'a quiet word in the classroom' to 'a multi-agency approach' to help to prevent a pupil being permanently excluded.

Complex and challenging need

Routines help people to feel safe, but some pupils need differentiation within an overall structure. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need. At Springwood, we aim to understand what a pupil might be trying to say to us through their behaviour. We see pupils as separate from the behaviours that they may exhibit; we demonstrate this through our language of choice – words and phrases used to describe the pupil and their behaviour. Whilst the majority of pupils will thrive when our whole school approach to behaviour is applied, we recognise that some of our pupils will

need further support and intervention, and a few will require more intensive, bespoke support.

For many of these pupils, it is integral that work is carried out to co-regulate behaviours, but also to provide the skills for pupils to identify their own need and to educate them and upskill them in order to self-regulate and allow for positive changes. This is bespoke to individual need.

Fixed Period Suspension/Permanent Exclusion

The Principal, or Vice Principal in their absence, can decide to issue a fixed period suspension or permanent exclusion from the academy if a pupils' behaviours are deemed of a serious nature – these can include persistent, disruption to learning.

All enquiries regarding behaviour, including complaints, should be made to Mrs R Malton, Principal, Springwood Primary Academy.

This is an Evidence Informed Policy

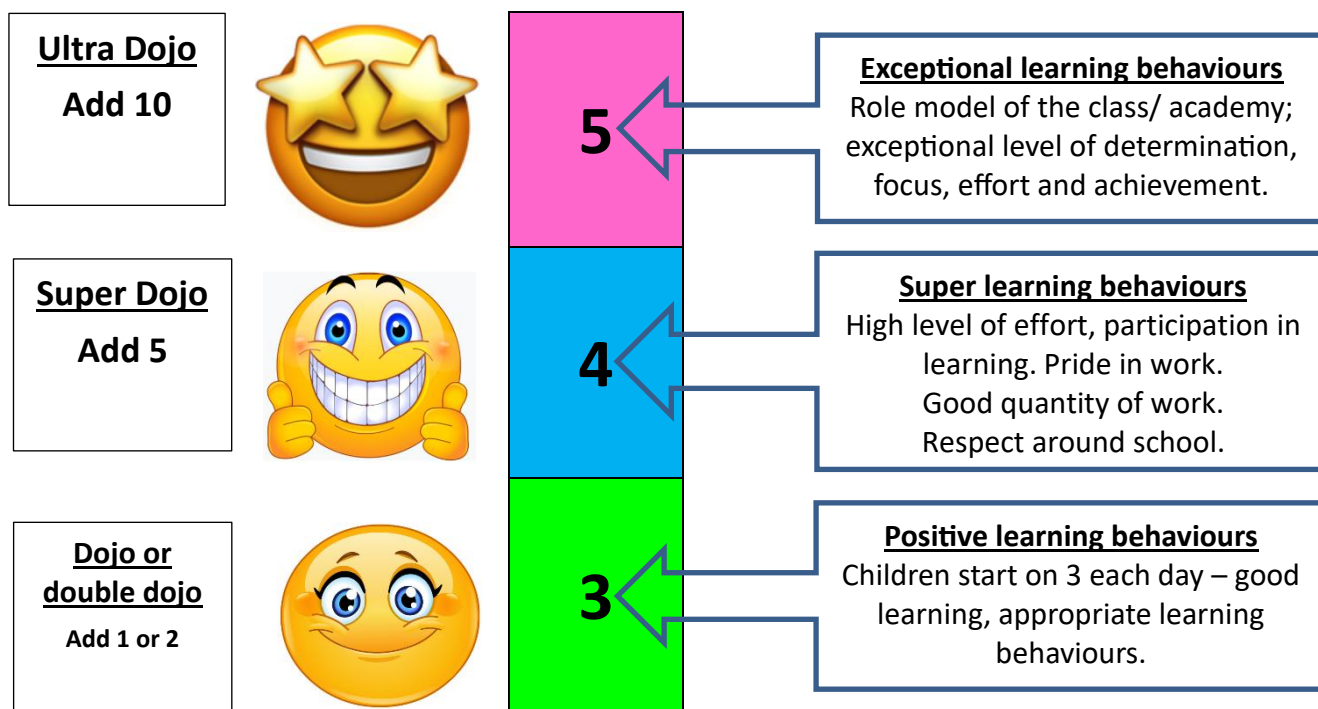
Please note this policy has been underpinned by the EEF research – Improving Behaviour In Schools. For further information, see Appendix C for Summary of Recommendations and a link to the full report. It is a trauma informed policy.

Policy review date: February 2028

Appendix A - Recognition Ladder

Teamwork > Resilience > Independence > Courage > Kindness

At Springwood, we know the TRICK to becoming confident, capable adults is to develop strong teamwork, resilience, independence, courage and kindness from an early age.



Minor disruption to the lesson or mild, inappropriate behaviour results initially in a reminder of expected behaviours (positive reinforcement). If the behaviour continues or major behaviours are seen, pupils move down to the **reflection and consequence ladder (see below)**.

Visual charts within the classrooms are one continuum with green at the centre. Pupils should remain on green demonstrating appropriate learning behaviours/behaviour and should aspire to move up the ladder, showing super or exceptional learning behaviours and behaviour. The reflection and consequence ladder is only used to remind about and reinforce expectations plus swiftly tackle unacceptable behaviours including poor attitudes to learning and/or disruption to learning.

Where a pupil has a specific need, personalised use of the system will be developed to support their needs whilst maintaining high expectation of behaviour (see Complex and Challenging Need page 7).

Appendix B - Reflection and Consequence ladder

Positive reinforcement should be used throughout learning. Good learning behaviours should be reinforced at the start of every lesson and through lessons as needed.



Appendix C – EEF Improving Behaviour In Schools Summary

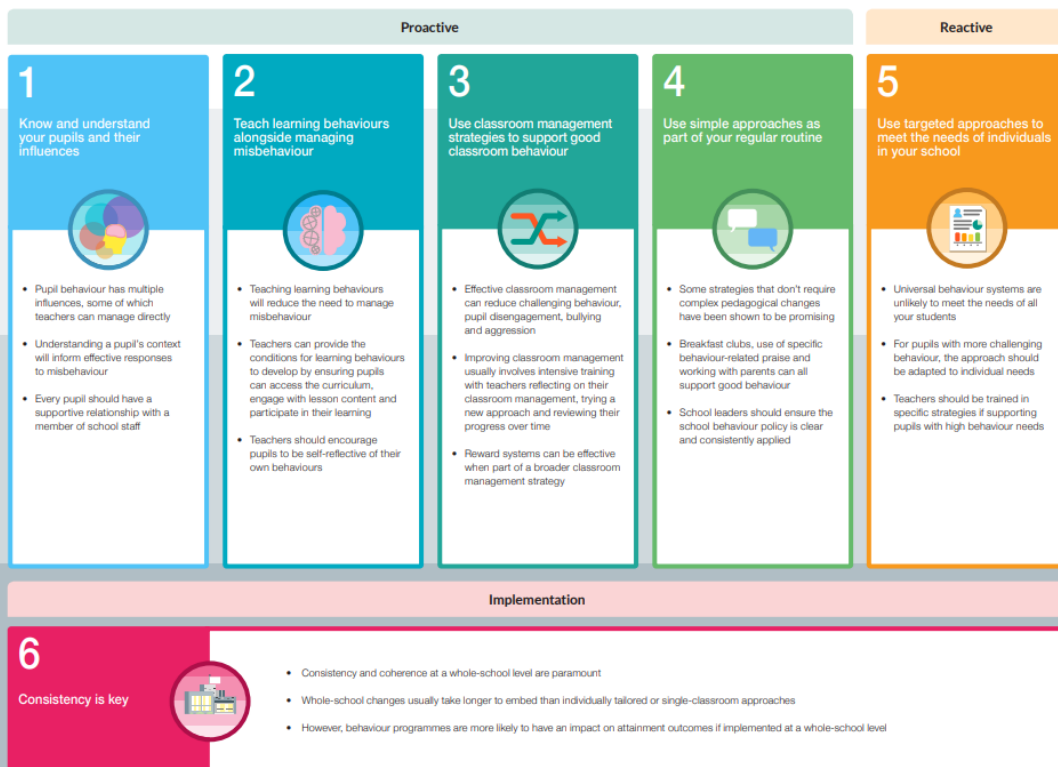
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>



IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:



Report Published
7th June 2019
eef.li/behaviour