

SPRINGFIELD SCHOOL

Wakefield Pupil Referral Units

Sharing values, celebrating differences, embracing success.

Vision

To enable all our learners to achieve personal success by becoming productive, resilient, responsible members of society.

Behaviour Principles Statement

Version: 1.0

Date of implementation: October 2022

Date of next review: September 2023

The Springfield Centre Behaviour Principles Statement

The Springfield Centre's first priority is the responsibility to safeguard and promote the welfare of all our pupils. As such, the Centre is charged with the duty to set the framework of the behaviour policies of each setting by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all staff and pupils.

Principles

High standards of behaviour and attendance

The Springfield Centre's IMB believes that high standards of behaviour and attendance lie at the heart of a successful academy which enables:

- all of its pupils to make the best possible progress in all aspects of their educational life;
- all staff to teach and promote good learning.

The IMB fully supports the rights of all members of our community to work, learn and play in a safe, supportive and stimulating environment. All members of The Springfield Centre's community are fully committed to working together to establish a positive ethos and promote effective learning within an environment where all children can feel safe, enjoy and achieve, be healthy, develop resilience and be prepared for the next stage of their educational journey. Behaviour should not jeopardise the health and safety of any member of the school community and all stakeholders are encouraged at all times to be positive role models.

The right to feel safe at all times

All staff and pupils have the **right** to:

- feel safe;
- learn;
- be treated with respect;
- work in a positive, welcoming school community;
- be heard.

With rights go responsibilities, which apply to staff and pupils who **all** have a **responsibility** to:

- keep the school a safe place to be;
 - allow each other to learn;
 - treat each other with respect;
 - develop and maintain a positive, welcoming school community;
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- listen to each other.

Inclusivity

The Springfield Centre is an inclusive school. All members of the Centre's community should be able to work and learn, free from any form of discrimination, harassment or bullying (as laid down in the Equality Act, 2010.) Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation.

Engaged Community/Parental Involvement

At The Springfield Centre we believe that a positive, supportive relationship between parents/carers and each Centre is key to meeting the needs of every child. Regular opportunities to visit school through parent consultation meetings, open days and fundraising events aim to encourage and support parents / carers to be actively involved within the The Springfield Centre community.

Parents / carers and pupils will be made aware of the behaviour expectations of the Centre during the induction process, which may include a 'Home School Agreement'. Parents/carers are contacted on a regular basis, often daily but at least weekly, to share positive news and discuss any concerns. Involvement with parents/carers will be on an individual basis. Parental preference around home/school contact will be discussed at the initial meeting when a child joins The Springfield Centre.

Academy Expectations

The Centre Expectations are clearly stated in the Behaviour Policy. These set out expected standards of behaviour, which are shared with and explained to all pupils. The IMB expects these expectations to be consistently applied by all staff.

Rewards

The emphasis will be on encouraging positive behaviour through:

- high expectations;
- the modelling of good behaviour;
- a focus on learning;
- praise and rewards.

All members of staff will recognise and celebrate appropriate behaviour at all times around the academy through informal praise. Wherever appropriate, children's best efforts for behaviour and learning will be celebrated. The IMB would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in

the classroom and elsewhere. These should be made clear in the Behaviour Policy (and / or other policies). Rewards used across the Centre's are varied, including:

- Pupil of the week
- Peer-to-peer awards
- Verbal praise
- Written praise
- Rewards assemblies
- Contact with Parents & Carers: letters / text messages / post cards / phone calls
- Reward points (stickers, stamps, trophies)
- Reward trips
- Displays of work

Sanctions for Unacceptable / Poor Behaviour

Sanctions for unacceptable / poor behaviour should be known and understood by all staff and pupils and consistently applied. The range of sanctions should be described in the Behaviour Policy so that pupils, staff and parents / carers can understand how and when these are applied. Sanctions, when necessary, will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible. The focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for exclusion. However, when considering appropriate next steps, including sanctions, the Headteacher must balance the needs of the individual with those of the wider school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. The Springfield Centre strongly believes that exclusions must be used only as a very last resort.

Power to use Reasonable Force and Contact

Given the overriding need to keep the pupils and staff safe, the Headteacher, or representative(s), will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

Situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) will be included in the policy documentation of the Centre. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. The IMB expects appropriate staff to be trained in the use of reasonable force and restraint. "Reasonable Force" should only be used as a last resort once all other strategies have been exhausted and it is reasonable, proportionate, justified and necessary.

Policies should make clear the authority to search pupils for prohibited items and to confiscate where necessary. The IMB would expect the Headteacher to inform the relevant authorities

when items prohibited by law, weapons, non-prescription drugs etc are brought onto the academy premises.

Sharing of Information

The IMB requires the Centre's to maintain up to date records of pupils and to ensure that, in relation to their policies on Safeguarding and Child Protection, they are GDPR compliant when sharing information. The IMB takes seriously the responsibility to maintain personal records within suitable, safe and secure systems.

Notes

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE: Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016).
2. The purpose of the Statement is to provide guidance to the Headteachers in drawing up their individual Behaviour Policies so that they reflect the shared aspirations and beliefs of all stakeholders in The Springfield Centre: IMB, staff, parents / carers and pupils, as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their responsibilities in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the IMB's support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Centre's behaviour policy, though the Headteacher must take account of these principles when formulating this policy. The Headteacher should also take account of the guidance in DfE: Behaviour and Discipline in Schools Advice for Headteachers and School Staff (January 2016).
4. With consideration of our duty of care to the pupils, this written statement and the policies that are influenced by it apply to all pupils when in school, when travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of the The Springfield Centre community off-site.
5. Each academy's Behaviour Policy is to be published on the academy's website and distributed to all members of staff.

