

Managing Behaviour Positively at Springfield



Our VERSE: Voice, Everyone, Respectful, Safe, Effort

At Springfield, we follow these 5 learning and behaviour standards which are drawn from our Commitments and UNCRC Rights Respecting articles.

Voice

We use our **voices** to fix problems and stand up for what is right so that everyone feels safe and valued.

Everyone

We include **everyone** and respect everyone's rights so that no one is left out and everyone can learn.

Respect

We treat everyone with **respect** so that our school is a safe and happy place.

Safe

We make **safe** choices so that nothing gets damaged and no one gets hurt.

Effort

We make our best **effort** so that we can learn and be proud of ourselves and each other.

All members of our school community play an active part in upholding our VERSE

Pupils will:



- Follow instructions from all adults to respect their and others' right to learn
- Be eager and happy to learn, taking pride in their progress
- Have respect for each other, showing kindness and tolerance
- Make safe choices

Adults will:



- Model our VERSE
- Develop strong and trusting relationships with pupils
- Have high expectations so that every classroom is safe and respectful
- Apply expectations fairly, equally and consistently

Parents will:



- Uphold our Commitments at home
- Support their child in being respectful of themselves and those around them
- Work in partnership with the school to support positive behaviour choices

We manage behaviour positively at Springfield in the following ways:

Stay on Green 	<p>Stay on Green is used in every classroom to encourage positive choices. Every child starts every day on green.</p> <p>Children are always given a verbal reminder and a chance to fix poor choices before moving down a colour. That way, children have the knowledge and tools to fix a problem before a consequence is applied.</p> <p>If a child moves down a colour, they are supported to get back to green by making positive choices.</p>
Support 	<p>We teach Zones of Regulation to help children understand and identify emotions in themselves and others, and supports self-regulation.</p> <p>We teach mindfulness techniques to help children sustain focus, manage difficult situations and feel calm and ready to make positive choices.</p> <p>All adults are approachable and listen, offering personalised support and making links to other services if needed.</p>
Positive Reinforcement 	<p>Adults reinforce positive behaviours by making links to rights, our VERSE and our Commitments. This reinforcement takes the following forms:</p> <p>Precise, genuine verbal praise</p> <p>Marvellous Me badges sent to parents to celebrate successes.</p> <p>Weekly whole-school celebration assembly.</p> <p>Positive phone calls home.</p> <p>Showcasing learning to SLT.</p>

Stepped Sanctions

1. Verbal warning and fixing time.
2. Blue card, verbal reminder and fixing time.
3. Yellow card, verbal reminder and fixing time.
4. Red card - referred to Headteacher or Deputy Headteacher.
5. *Reflection time scaffolded by specific questions.
6. Contact with parents and carers if necessary.
7. Behaviour support plan (for repeated incidents or children requiring additional support).
8. Engagement with external agencies.

Reflection on Impact

We guide children to reflect on how all of their choices -both positive and negative - impact themselves and others.

When a red incident occurs, a leader will lead a reflection with the child. This is rare at Springfield. The following questions guide the reflection:

1. What choice did you make? (guiding children to take ownership)
2. Were you regulated when you made the choice? If not, which strategies did you need to use? (Guiding children to take responsibility for self-regulating in order to make positive choices)
3. Which part of VERSE was not respected? Which rights were not respected? (guiding reflections on impact and our shared values)
4. Who was affected by your choice? (guiding reflections on impact)
5. How can you fix this choice and make sure this choice is never repeated? (guiding resolution and restoration)
6. What will support you to make positive choices in the future? (guiding future choices and reflecting on what has been learned)

Children are given sentence stems to support their reflection. Where some children require visual prompts or other scaffolds for reflections, these are provided so that they are supported to reflect.

*The Department for Education uses the term “detention”. In *Behaviour in Schools - Advice for Headteachers and School Staff* (September 2022) the DfE states that: “A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.”

At Springfield, where children are asked to complete reflections during break or lunchtime, we use the term ‘reflection time’ rather than the language of ‘detention’. This is to ensure that children understand the purpose of this sanction. For example, following a red incident involving unsafe behaviour, a child will understand that their reflection time will take place during break or lunch for the following reasons:

1. Children do not miss learning time to complete the reflection
2. Children have time supported by a leader to reflect on their choices and learn from the incident
3. Children learn that negative choices have negative consequences just like positive choices have positive consequences

Break times are given for outdoor time and self-regulation supported by an adult. Children are not required to remain at school for reflection time after the end of the day. They may be invited to join a parent or carer conversation if this is an appropriate part of a stepped sanction. This is a supportive conversation with the purpose of working in partnership with families.

The following elements are key features of our approach to managing behaviour positively at Springfield:

At the heart of Springfield's culture lies:	
Positivity	All adults hold all children in unconditional positive regard. They act in the best interests of all children, at all times.
Respect	Springfield is a rights Respecting school. All adults are duty bearers and share a commitment to actively promoting and upholding the rights laid out in the UNCRC (UN Convention on the Rights of the Child).
Consistency	School life is structured around consistent and predictable routines, expectations, boundaries and responses to behaviour that support children to feel safe and thrive. These are communicated and revisited regularly.
Children are taught to understand:	
Their choices and their control	Children are taught that they have agency and control over their choices. Children are encouraged to choose green behaviours e.g. listening and following instructions the first time. If children make poor choices, they are encouraged to take ownership and to make their next choice a positive one to fix the problem.
Their impact on others	Children are guided to reflect on how all their choices – both positive and negative - impact themselves and others. In all contexts, adults remind children that they are part of a team and that their actions should impact their team positively.
How to resolve problems	Children are supported to fix poor choices and get back on track. Adults actively support children to fix their choices and narrate their success in doing so, so that children are empowered to know how they got back to green.
Springfield adults are:	
Non-judgemental	Children are not judged or labelled by adults. A child who requires additional support to make positive behaviour choices is regarded as vulnerable rather than troublesome. All adults have a duty to provide appropriate support.
Empathic	Adults consider and care about the feelings and emotions that might drive certain behaviour. They acknowledge feelings whilst upholding expectations and boundaries. Empathy is not the same as sympathy or with condoning/ avoiding consequences for negative behaviours.
Curious	Adults understand that behaviour is a form of communication – both conscious and unconscious. Where appropriate, adults approach behaviours curiously, seeking to understand what might trigger them and how best to prevent, de-escalate or support them.
Reparative	Adults scaffold opportunities to repair relationships between children. This may involve reflective conversations, apologies and positive action steps for rebuilding trust and care.
Equitable	Adults ensure that all children are provided with what they need to succeed (equity), rather than everyone getting the same (equality). This is particularly relevant for children with SEND.
Relational	The school culture fosters connection, inclusion, respect and value for all members of the school community – the children, families and the staff team.
Connected	<p>School adults work closely with families to best support children. Mechanisms for clear, regular, respectful communication between home and school ensure adults in school can be sensitive to a child's recent experiences and adults at home are aware of how their child is supported in school. School adults seek advice and guidance from home adults and value the parent/carer-child connection.</p> <p>"The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)</p> <p>Incidents of red behaviour are recorded on behaviour logs, referred to the senior leadership team and discussed with parents/carers. If there are a number of incidents or a concern around the level of the incidents then parent/carer meetings will be arranged to support the child. In partnership parents/carers, class teachers and a senior leader may draw up a personalised support plan to support positive behaviour choices. In the case where this school-based approach does not have the desired impact on behaviours after review, leaders liaise with specialist outside agencies such as CAMHS or WAHMS to ensure appropriate tailored provision is put in place to meet the child's needs and have a positive outcome.</p>

An inclusive approach to managing behaviour positively

Springfield is a proudly inclusive school community. We serve and support a number of children with SEND, ranging from children with School Support, to children with Educational Health Care Plans. Where adjustments or additional layers of support for positively managing behaviour are appropriate, children may have a personalised plan, drawn up in partnership with the child, the child's family, the class teacher, adults who provide additional support, the SENCo and the Senior Leadership Team. In the case of children with SEND, the language of 'choices' is used taking into account a detailed understanding of a child's needs. It is recognised where certain behaviours may not be a matter of choice for a particular child.

The role of Emotion Coaching in managing behaviour positively

Emotion Coaching offers practical steps for responding to behaviour. Emotion Coaching is an evidence-based approach which supports the development of positive behaviour, resilience and well-being in the community. It is linked to key attachment concepts, such as the importance of connection¹. Adults at Springfield are trained to follow the four steps for co-regulation in a situation where a child is dysregulated (not feeling green on the Zones of Regulation) and making negative behaviour choices linked to this. The aim in employing this strategy is to de-escalate a situation and support a child to support a child to regulate so they can make positive choices.

Co-Regulation

Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')

Step 3 (if needed): Setting limits on behaviour ('We can't always get we want')

Step 4: Problem-solving with the child/young person ('We can sort this out')

At Springfield, we do not use strategies that can be emotionally harmful such as public shaming.

Stay on Green

There is a Stay on Green chart in each classroom. All children have a space on the chart. Blue, yellow and red cards are kept close to the chart and serve as a reminder that *not* choosing green can result in a temporary change of colour. If a child moves down a colour in class, this card is placed on their name on the chart until they have moved back to green. In the playground, children who have received a warning and not yet fixed their choices will be told verbally about their change of colour. If they fix it and get back to green, no further action is taken. If a child has not fixed their choices by the end of the playtime, an adult in their next lesson should be notified so that they can support them to get back to green.

The flowchart on the following page delineates exactly how Stay on Green is implemented.

Managing behaviour positively

A child may earn a Marvellous Me badge or Thumbs Up for making a particular positive choice. This is shared with their family at home.



Celebrating positive choices through Marvellous Me reinforces the behaviour that we know will make our children happy and successful. A child is still on green but has been recognised for something specific that they can be proud of.

All children start the day on green.
If they make consistently positive choices, they stay on green.
We recognise that it is always good to be green.
A child may receive a Marvellous Me for being green all day or all week.

If a child makes a poor choice like talking when someone else is talking, they will receive a warning and a chance to fix their choice. If they fix it, they have chosen to stay on green. **If they repeat the choice, or make another negative choice, they move down to blue.**



ten minutes

Once a child has moved to blue, the aim is to support them to get back to green as quickly as possible. It is important that they are reminded exactly how to do this. Narration of 'so that' is helpful in reinforcing our school expectations. 'At Springfield we always show respect. You now need to show respectful listening *so that* everyone in our class team can learn'.

If a child make positive choices within ten minutes, they return to green.

If a child does not fix the choices that resulted in the blue, or continues with other negative choices, they will receive a warning for yellow and a chance to fix their choice. Their warning will remind them that they are aiming to get back to green—not move down to yellow, which is serious.

If they fix their choice within ten minutes, they return to green.

If a child continues to make negative choices, they move down to yellow.



Yellow is rare at Springfield. A child who has reached yellow and has not been able to re-set and return to green by break or lunch should receive support to get their day back on track. This may be from the class teacher or from a senior leader. If a child received more than 1 yellow in a day, this is referred to the HT or DHT.

If a child is on yellow and continues to make poor choices despite a reminder that they are aiming to get back to green, they move to red. Some behaviours result in an **immediate** red. This includes very unsafe, very disrespectful or discriminatory behaviour. These behaviours are very rare and they are shared explicitly with children and adults so there is a consistent understanding of unacceptable choices.



If a child is on red, they are referred a member of SLT. Parents/carers are contacted to work in partnership and a behaviour incident form *must* be completed. The child must receive support to complete a reflection form. This may be at break or lunch. A child may move straight to red for: fighting, swearing or discriminatory language e.g. intentionally racist or homophobic abuse.

Positive Reinforcement

Positive behaviour is the norm at Springfield. We reinforce and celebrate this culture of following our VERSE by:

- Using precise praise
- Sending Marvellous Me messages and badges home to parents and carers
- Awarding two merit certificates per team per week in a celebration assembly

Achieving Consistency

All adults play a vital role in following the behaviour policy in all aspects of all life, at all times of the day. Ways in which we work to achieve consistency include:

- Referring regularly to the behaviour policy including the Stay on Green flow and scripts to inform decisions
- Reflecting on how a situation has been managed and checking the behaviour policy was followed
- Referring to the shared scripts to use consistent firm and positively framed language
- Actively addressing behaviour in classrooms, the hall, the corridors and the playground and applying the same expectations and strategies in all aspects of school life
- Supporting each other to be consistent through shared reflection.