Springwell School

BEHAVIOUR

Last review: September 2025

Next review: September 2026

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Position: **Deputy Headteacher**

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Aims

All our pupils are valued and respected. A key factor in managing pupil behaviour and the development of behaviour regulation is the positive relationships we develop with all our pupils.

Our aim is to teach children to be able to regulate their own behaviour through an environment where they can make choices, understand expectations, feel comfortable and relaxed, regulate, calm and have energy left to face challenges in their daily life.

Enabling children to regulate their behaviour allows them to remain focused and engaged despite distractions, take turns, wait, adapt to new situations, and manage feelings of frustration and anger.

We also aim to develop a sense of self value, personal worth and self-discipline in all our pupils.

We aim to achieve this by: -

1. Developing appropriate functional communication skills for each pupil
2. Keeping pupils informed on what is happening and what will be happening.
3. Enabling pupils to make choices.
4. Differentiating opportunities and experiences for each pupil according to their level of need
5. Communicating positively with pupils
6. Celebrating everyday achievements with warmth and praise
7. Celebrating particular achievements in phase/class assemblies. Maintaining a calm and peaceful environment when working with pupils
8. Respecting contributions of every pupil

10. Encouraging the helping of others and working co-operatively
11. Ensuring all staff understand that behaviour is a communication, and it is our duty to try to understand what the child is communicating

Principles

- A consistent approach by all adult members of the school community is essential in achieving and maintaining effective behaviour management.
- Incidents arising outside lessons should initially be managed by the staff observing the behaviour and, if necessary, passed onto the Co-Head Teachers, Deputy Headteacher, Assistant Headteachers, Class Teacher, or Behaviour Team.
- All adult members of the school community should act as positive role models, always regard themselves as on-duty remaining attuned, responsive, understanding and accessible to our pupils, whilst adopting appropriate strategies whenever necessary.
- Equally, positive behaviour should be congratulated and praised whenever possible.
- Some behaviour that challenges in the classroom may arise from a lack of understanding, inappropriate work, environmental reasons etc. Teachers should consider the whole range of possibilities for behaviour that challenges.

- Whilst behaviour in class is initially the responsibility of the teacher and class team of staff, a system of both internal and external support is in place to help develop and review appropriate strategies.
- A positive approach to behaviour management is more effective than a negative, confrontational one. Good behaviour should be the expectation and generously rewarded with praise.
- Springwell will connect and work in partnership with parents and carers to support behaviour at home and in school, to ensure a collaborative approach.

Procedures

Positive Behaviour Plans

Positive Behaviour Management Plans are devised and implemented for pupils to address their individual behaviour challenges. These are developed in consultation with staff and parents and, where applicable, the pupils themselves. There is a very strong emphasis on positive reinforcement to shape and reduce undesired behaviour through pro-active programmes. These programmes may include: -

- Motivators
- Communicative functions of behaviours
- Environmental change
- Teaching new skills
- Reinforcement schedules
- Reactive strategies including de-escalation.

These plans are used for pupils who require a consistent approach to the management of their behaviour and for those with ongoing, severe, behaviour that challenges. The target behaviour is clearly identified as well as the strategies to be used by all staff. Behaviours may be recorded and tracked, for short periods, allowing staff to recognise triggers, patterns, and improvements.

It is intended that a behaviour plan remain in place over a period of time as it provides a long-term perspective of the child's behaviour. In depth information regarding the function of the behaviour as well as positive and negative environments, will provide the focus for behaviour management strategies. Additionally, reactive planning, including physical intervention and supervised withdrawal, are detailed on the plan.

The effectiveness of a behaviour plan is reviewed regularly by the class team and at least half termly; evaluative comments can be added to the plan which is stored centrally. The plan may continue or be amended and, where appropriate, Sleuth analysis may inform the plan. This level of planning is shared with parents.
It is the responsibility of the class teacher to ensure all identified members of staff are aware of the contents of the plan. Copies of all behaviour management plans are stored centrally (on the school server and in the class file/folder).
Some pupil behaviours may be tracked, and the data entered into and analysed using the Sleuth Behaviour Tracker.

Interventions

If there has been a need for physical intervention, the programme of intervention will be detailed clearly in the Positive Behaviour Plan.

The plan will be drawn up by the class teacher in conjunction with their Assistant Headteacher or the Behaviour Team Lead and, where applicable, taking into account any information or advice provided by our link educational psychologist or alternative multi agency support.

The use of any physical restraint within the management of learning is governed by the Southampton Special Schools Physical Intervention policy, which must be followed at all times. Physical restraint is only ever used as a last resort and only when it is considered reasonable, necessary and proportionate to do so. Please see Springwell Physical Intervention Policy.

No form of physical punishment e.g., shaking is permissible at any time and a raised voice should only be used when absolutely necessary; for example if a child's safety is at risk.

Class Team Charters

Staff develop Class Team Charters against which positive behaviour is modelled. Any negative behaviour is responded to in a quiet calm manner. Both staff and pupils act as positive role models and positive behaviour of pupils is regularly celebrated. *Positive attitudes, good working staff relationships and valuing each pupil as an individual are the responsibilities of all members of staff.*

REWARDS

These follow the school ethos of a positive working environment and praising pupils throughout the day.

Within the week there are class and individual opportunities to celebrate achievement and reward success:

- Class Celebration assembly
- Showing work to the Co-Head Teachers / Deputy Head / Assistant Headteachers
- Individual certificates
- Stickers
- Class/individual rewards

We celebrate pupil success with parents through verbal and written contact, via Tapestry, parent newsletters and the Springwell website.

Class Rewards

Each pupil is first and foremost an individual and staff must consider the needs of each child within the class to determine their motivating rewards. Each class has their own system of class expectations and rewards, according to the needs of the pupils.

Individual Reward Systems

Many individual pupils also have their own systems to encourage positive behaviour. These include personal motivators and are drawn up by the class teacher in conjunction with the class team and parents.

Pupils may have a negotiated behaviour target, which will be shared with the pupil. These targets will always be a positive statement reflecting the child's individual circumstances.

Monitoring and Evaluation

The Strategic Behaviour Lead monitors individual and group levels of behaviour termly, working with teams to analyse data and develop proactive ideas and actions to support pupils' behaviour.
The strategic Behaviour Lead reports annually to the Governing body on behaviour and the management thereof.

Link to DfE Guidance:
Behaviour in Schools Advice For Headteachers and School Staff (January 2022)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf