

Growing Together
Where every child matters and is prepared for a future of possibilities...



Behaviour Policy

September 2026

At Springside Primary School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to be **Safe, Respectful and Ready**.

Everyone at Springside is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the rules of being: 'Safe, Respectful and Ready.'

Aim of the behaviour policy

- To provide a place where all children feel safe, secure and able to achieve and experience success and well-being
- To promote the mental health of the whole school community
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To promote community cohesion through improved relationships
- To provide a consistent and calm approach
- To enable adults to take responsibility for behaviour and follow-up personally
- To enable adults to use consistent language to promote positive behaviour
- To use restorative approaches for positive change.

Visible Consistencies throughout school

- **Meet and Greet** - Teachers and Teaching Assistants welcome learners at the classroom door to make them feel valued and important.
- **Calm and Kind** - Staff model the behaviour they want to see. Give time after a request. Calm, collected response at the point of intervention.
- **Wonderful Walking** - Staff at the front of a line walking around school.

All staff must:

- Take time to welcome pupils at the start of the day
- Be at the door of their classroom at end of each day
- Demonstrate consistent respect to pupils
- Be models of emotional control
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'take up time' when going through the steps (prevent before sanctions)
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to being 'Safe, Respectful and Ready'.

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/dojos/stickers
- Ensure staff training needs are identified and targeted
- Support teachers in managing pupils with more complex or challenging behaviours.

Members of staff who manage behaviour well:

- Deliberately and persistently spot pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and kind.

Recognition – Praise in Public

- Recognition Board
- Message to parents
- Postcard home.

Teachers and Teaching Assistants welcome opportunities to praise individuals for following rules, good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. There will be recognition boards within each class, class teachers may contact parents via Dojo, Tapestry or telephone. A recognition postcard will be given out weekly per class. This achievement is celebrated in assembly and recognised by a member of the Senior Leadership Team (SLT) by personally delivering a treat of hot chocolate, cream and marshmallows or juice.

Behaviour in school

Stepped Sanctions – Reprimand in Private

Gentle approach, use child's name, child level, eye contact, deliver message

1. Reminder: I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Safe, Respectful, Ready), you now have the chance to make a better choice

2. Warning: I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation.

3. Calming Time: Speak to out of class I noticed you chose to (noticed behaviour) You need to: wait outside the classroom. I will come and speak to you in two minutes.

4. Consequence miss 5 mins playtime
5. Consequence miss 10 mins playtime
6. Consequence miss all playtime
7. One hour in another classroom (usually the year group above)
8. another classroom for remainder of day – telephone parents
9. Class Teacher/HT/DHT meeting with parents
10. Internal exclusion
11. External exclusion

Red Behaviour minimum step 7

Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our behaviour policy. Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.

Trackit Lights

From September 2026, Springside will be using a new system called Trackit Lights for managing pupil behaviour. Trackit Lights is a digital behavior management and classroom tracking software used by schools to log pupil behavior, reward positive actions, and streamline communication with parents. By using this app, all positive behaviour, warnings and negative behaviour will be recorded in one place and will be clear for both pupils and teachers. Senior Leaders will also find it much easier to track and analyse positive and negative behaviour within school. Red incidents will automatically sync with CPOMs (safeguarding platform). Any use of restrictive interventions will also be recorded within Trackit Lights but will also transfer to CPOMs.

Core Features

- **Interactive Whiteboard App:** Shows as a simple toolbar on classroom screens so teachers can log rewards or warnings in quick clicks without leaving their lesson teaching.
- **Traffic Light System:** Uses a color-coded escalation scale (green for positive actions, orange/yellow/red for warnings or incidents).
- **Rewards:** Automatically tallies points for good behavior, generating milestone certificates (Bronze, Silver, Gold) for students.

- **System Integrations:** Connects directly with school management systems (like Bromcom) and safeguarding platforms (like CPOMS) to reduce admin workload.
- **Parent App:** Keeps families updated with real-time behavior logs, attendance scores, homework notices, and school messages.

Within the classroom the behaviour categories of 'Safe, Respectful and Ready' will be used. Additional Key Stage categories can be added depending on what specific behaviour the Key Stage is working on.

- Green – positive behaviour can be logged
- Yellow – first and second warning
- Orange – final warning and sanctions put into place
- Red – Logging of more severe behaviour which needs transferring CPOMs
- Restrictive Intervention – Logged on Trackit Lights and synced with CPOMs

Pupils with Special Educational Needs

Children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention.

For some children with additional needs the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. An individual behaviour plan may be put in place in conjunction with staff and parents.

ACES and Trauma

The standard 10 Adverse Childhood Experiences (ACEs) are stressful or traumatic events that occur before the age of 18, grouped into three main categories: abuse, neglect, and household dysfunction.

Abuse

- **Physical abuse:** Being hit, slapped, kicked, or physically harmed by an adult.
- **Emotional abuse:** Being sworn at, insulted, humiliated, or threatened.
- **Sexual abuse:** Being touched, forced, or-wise subjected to unwanted sexual activity.

Neglect

- **Physical neglect:** Lacking basic needs like adequate food, clothing, shelter, or medical care.
- **Emotional neglect:** Feeling unloved, ignored, or lacking emotional support and protection.

Household Dysfunction

- **Witnessing domestic violence:** Seeing or hearing a parent or adult in the home being physically harmed or threatened.
- **Substance abuse:** Living with someone in the household who misuses alcohol or drugs.
- **Mental illness:** Living with someone who is depressed, has a mental health condition, or has attempted suicide.
- **Parental separation or divorce:** Losing a parent through divorce, separation, or abandonment.
- **Incarceration:** Having a household member go to jail or prison

Our school recognises that Adverse Childhood Experiences (ACEs) and developmental trauma significantly impact a child's brain development, emotional regulation, and capacity to learn. We understand that behavior is a form of communication. When a student exhibits challenging, disruptive, or withdrawn behavior, our primary objective is to identify the underlying unmet need or stress trigger, rather than strictly enforcing punitive measures. We commit to maintaining a safe, predictable, and nurturing environment where students are taught how to regulate their emotions.

The Three Rs Framework: Regulate, Relate, Reason

When responding to behavioral incidents, staff will utilise Dr. Bruce Perry's Neurosequential Model sequence:

- **Regulate:** Staff will first assist the student in calming their nervous system.

This may involve using a designated "Safe Space" or "Calm Zone," deep breathing exercises, or sensory tools. No disciplinary discussions will occur while a child is in a state of high arousal.

- **Relate:** Staff will connect with the student through a calm, non-threatening tone of voice, neutral body language, and empathetic active listening to re-establish physical and psychological safety.

- **Reason:** Once the student is calm and feels secure, staff will engage them in a cognitive reflection process to review what happened, understand the impact of their actions, and determine next steps.

Springside's Behaviour Blueprint

Our Rules are to be:

Safe
Respectful
and Ready

Recognition Praise in Public

- Recognition Board
- Stickers/positive dojos
- Message to parents
- Postcard home

Visible Consistencies

• Meet and Greet

Teachers and Teaching Assistants welcome learners at the classroom door to make them feel valued and important.

• Calm and Kind

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• Wonderful Walking

Staff at the front of a line.



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Red Behaviour minimum step 7

Consistent Language

I've noticed.....

I need you to

I need to see you

I know you will

When you come to see me at the end of the day.....

Thank you for

Restorative Conversations

1 – What happened?

2 – What were you thinking at the time?

3 - How did this make people feel?

4 – Who has been affected?

5 – What should we do to put it right?

6 – How can we do things differently in the future?