Crestwood Park Primary School

SPARKS Behaviour Policy

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1. Introduction

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

At Crestwood Park Primary School, we have high expectations of ALL pupils and use a shared language of positivity and praise. We take time to get to know our children. We believe in teamwork, whereby everyone feels appreciated and can display a positive mental attitude. We aim to be good role models, listen to others and support each other. We aim to create a culture where calm, dignity and structure encompasses every space and activity.

We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Therefore, the primary aims of the behaviour policy are:

- To provide a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- To demonstrate our SPARKS: Smart, Polite, Aware, Respectful, Kind and Safe.
- To promote inclusion. (See Inclusion Flowchart at the end of this policy).

Strong relationships between staff and pupils are vital. Staff must be approachable, fair and consistent. Children should feel secure and know that they can rely on the trusted adults within school.

This policy applies to all pupils equally, regardless of gender, race, ability or religious belief. It is also recognised that for some pupils, variance on our procedures will need to be made in order to meet any specific social, emotional, learning or other needs which require a personalised, equitable approach. Members of staff should liaise with our pastoral team, SENCo and external agencies to support and guide the behaviour and well-being of each child.

2. Promoting good behaviour within our classrooms – management and strategies

- Staff refer to and use the SPARKS steps to encourage consistent routines, positive responses and respectful relationships.
- Staff use the 1,2,3 signal to gain attention.
- Staff members greet children at the classroom door at the start of the day and after break and lunchtimes.
- Staff model good manners and be precise with their praise. We 'praise in public and reprimand in private'
- Staff do not raise their voices (shout) unless an extreme circumstance occurs i.e. when there is a health and safety risk.

3. Rewards and sanctions

We praise and reward children for good behaviour in a variety of ways:

- Awarding prizes to them for reaching the 'over and above' podium.
- Giving them a 'B' for behaviour certificate in the weekly A, B, C assembly.
- Awarding them with a 'lunchtime pass'-this allows the child to be at the front of the queue when entering the hall and also to select a friend to be/sit with.
- Giving them the opportunity to work towards earning a SPARKS pin badge every half-term.

The school also acknowledges the efforts and achievements of children out of school; trophies and certificates can be brought into assembly. We encourage positive relationships between school and families and one way we do this is by staff sending a positive message home via the sch.life app or a phonecall.

We primarily use positive reinforcement and adopt the stepped model below:

Over and Above 'Gold' Podium
Above 'Silver' Podium
SPARKS role models
WARNING
CHOICE
CONSEQUENCES

Please see appendix for more details on the SPARKS steps.

Reprimanding children will not be carried out in front of other children. The behaviour will be dealt with calmly, using TA's if appropriate. The aim is always for a lesson to continue. We do not use a phrases such as- 'We're not carrying on until you…'

The well-being and safety of the children is paramount in all situations. There may be some incidents or situations that require an escalated response. Such incidents would result in the involvement of Senior Leaders.

We will always discuss incidents of concerning behaviour with parents. Such discussions will be carried out in a private, dignified way so that parents feel supported. Discussions with parents may also lead to us investigating and accessing other external support.

4. Roles and responsibilities

All staff have the responsibility to:

- Be responsible for supporting the needs of children across the school.
- Protect and promote the children's rights.
- Take the time to understand triggers and find solutions.
- Support children by understanding the impact of a child's history on their behaviour.
- Work to find the best ways to keep the children safe and respect their dignity.
- Engage with any associated training.
- Adhere to the DfE Advice for schools on Searching, Screening and Confiscation- July 2022. A list of prohibited items can be found in paragraph 3 of this document.

All teachers have the responsibility to:

- Take overall responsibility for the behaviour of all children on their class.
- Use the SPARKS steps within their classrooms
- Raise concerns of repeated patterns of behaviour and consider whether it might be the result of unmet educational or other needs.
- Liaise/ seek support from a member of SLT or pastoral team to remove barriers/find solutions.

All teaching assistants have responsibility to:

- Know the SPARKS steps and support the teacher with the implementation of these.
- Contribute to the discussions about the behaviour of children they work with and support.

The pastoral team have the responsibility to:

- Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short-term difficulty a child may be having
- Provide 1:1 or group sessions to support emotional health needs and mindfulness
- Run the pastoral room- 'The Meadow'
- Liaise with families to support positive behaviour.

Deputy headteachers have the responsibility to:

- Lead the ethos of this policy

- Ensure this policy is implemented effectively
- Ensure effective training for staff-*'effective training on the underlying causes of poor behaviour and strategies (including attachment, language and communication needs) equips staff with strategies and tools to deal effectively with poor behaviour when it arises' (Timpson Review of School Exclusion May 2019)*
- Provide support to staff, pupils and parents as necessary.

The headteacher has the responsibility to:

- Lead the ethos of this policy. It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998 to implement the school behaviour policy consistently throughout school.
- Support staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Issue fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the school governors have been notified.
- Monitor the effectiveness of this policy on a regular basis and report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Parents have the responsibility to:

- Have an open dialogue with the school
- Inform the school of any concerns- if necessary a meeting may be arranged with a member of staff. If these discussions cannot resolve problem, the formal complaints procedure should be followed. This is available via the school website and/or a paper copy can be obtained by asking at the school office.
- Support the school when needing to get further support
- Support and sign our Home School Agreement.

Governors have the responsibility to:

- Set down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- Support the Headteacher in carrying out these guidelines.
- Consider parents' representations about an exclusion
- Review the policy every year. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or

if the Governing Body receives recommendations on how the policy might be improved.

5. Whole school approaches towards promoting good behaviour

- Teach and model our SPARKS- rewarding children who demonstrate these.
- Use of assemblies to reinforce our high expectations.
- Have clear and consistent routines in classrooms, around school and in the wider community.
- Use of circle times
- Deliver a School Curriculum including RE and PSHE which give certain aspects of behaviour and relationships a higher profile.
- Use of pastoral and nurture provision
- Have positive pupil role models e.g.: Anti-Bullying, Sports Ambassadors
- Hold theme days (e.g. Wellbeing Day)
- Emphasis on the importance of promoting positive mental well-being.

6. Code of conduct

Staff adhere to our 'Staff Code of Conduct' which further reinforces our expectations of acceptable conduct in and around school.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Department for Education document, 'Restrictive interventions, including use of reasonable force, in schools' (April 2026). Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and the school's Use of Reasonable Force Policy.

7. Bullying

At Crestwood Park **we do not tolerate bullying of any kind**. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. Strategies to minimise

bullying behaviours and how we record and report allegations are found in our Anti-Bullying Policy. We also have a policy written by the children to support Anti-Bullying.

8. Sexual Harassment

The school prioritises cultivating a safe and respectful environment (including online environments) amongst pupils and ensures that all pupils are aware that the school adopts a **zero-tolerance stance** on child-on-child abuse of any kind. We educate our children so that they are less likely to be the perpetrators of harassment.

The school promotes respectful interactions amongst pupils (including online), and all staff model appropriate and respectful behaviour. Staff will take care to avoid normalising harmful behaviour, particularly harmful sexual behaviour, e.g. by refraining from the use of phrases such as 'boys will be boys' or describing such behaviour as 'just having a laugh' or 'part of growing up'.

If harassment occurs (online or face-to-face), we will respond in line with our safeguarding policy, the DSL will be informed, and details will be recorded on our CPOMs system.

9. Inclusion and safeguarding

Our school setting should establish an inclusive ethos that is focused on the wellbeing of all. This policy supports a consistent approach where individual needs are identified and catered for. In being 'fair' we recognise that this is not about everyone getting the same (equality) but about everyone getting what they need (equity). We advocate a non-judgemental, curious and empathic attitude towards behaviour. Relationships are put first and we recognise that not all behaviours are a matter of 'choice'. We consider whether the behaviour gives cause to support that a child is suffering or is likely to suffer significant harm. We also consider whether any disruptive behaviour might be the result of unmet educational or other needs.

We respond to any disruptive behaviours by:

- Tuning in
- Connecting
- Accepting and listening
- Helping the child to reflect and name emotions
- Finding a solution

We use the phrases:
'I can see that you have got some 'big' feelings, I'm here to help.'

'I understand that you are upset, we can go to a calm place ...'

'When you feel ready we can..talk'

'I am here to help you.. when you are ready'

It is widely evidenced that nurture supports the building of resilience through a sense of belonging and can have positive impacts on wellbeing and behaviour. Therefore, we pride ourselves on having a dedicated Pastoral Team and Nurture Room where outstanding support is provided for individual families and children.

We provide and build positive attachments, keeping the four S's listed below in mind:

- **Seen**- *meet and greet, highlight successes, smile, make eye contact and always sue names.*
- **Safe**- *have clear expectations, predictable routines and provide a safe environment*
- **Soothed**- *conduct regular check-ins, model appropriate conduct and talk calmly*
- **Secure**- *we build positive relationships, ensure staff availability and support with any work or friendship issues*

10. Fixed term suspensions and permanent exclusions

Any suspension or exclusion follows the **Suspension and Permanent Exclusion DfE Guidance September 2022** Only the Headteacher (or the acting Headteacher) has the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. A pupil who receives a suspension will always receive targeted support on their return. A risk reduction plan will also be completed.

Fixed term suspensions will serve as a consequence when the incident is deemed 'red' because it has involved serious acts of verbal or physical aggression that has resulted in harm to either an adult or another child.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term suspension into a permanent exclusion if the circumstances warrant this.

If the Headteacher suspends or excludes a pupil, they inform the parents immediately, giving reasons for the action. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any suspension or permanent exclusion, regardless of duration (in the case of a suspension).

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a pupil discipline committee which is made up of three members. This committee considers initial exclusion appeals on behalf of the governors. An appeals committee exists to hear second appeals in the event of an exclusion.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Factors to consider (including SEND and duties) are set out comprehensively in the **Suspension and Permanent Exclusion DfE Guidance September 2022**. These include:

- factors to consider before making a decision to exclude
- the Governing Board's duties
- the Local Authority's duties
- the role of an independent panel

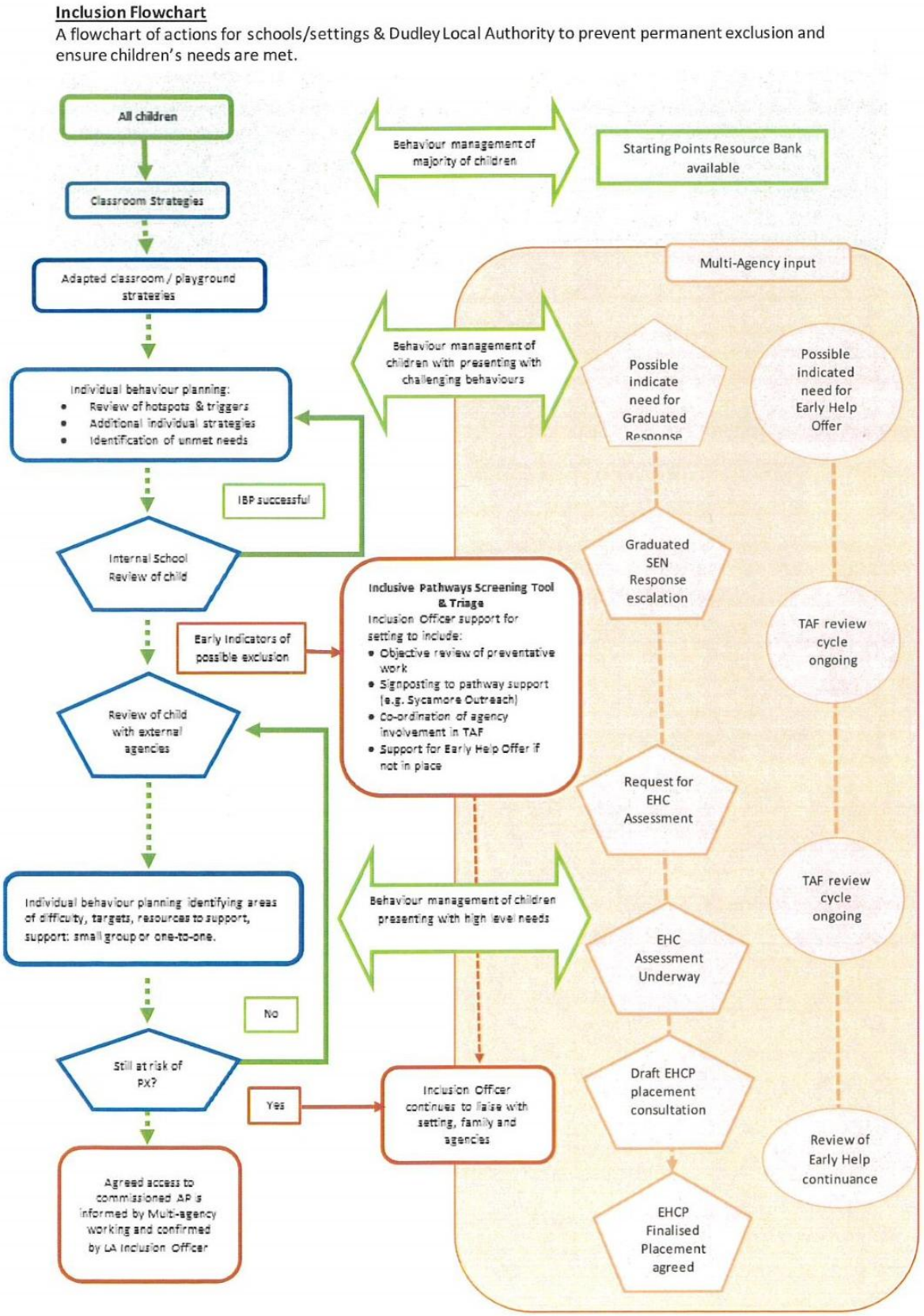
Appendix 1: SPARKS Behaviour Steps

All children will have their name pegged onto the SPARKS step. This step represents them behaving in the way we expect. Moving up shows that they have been recognised as going 'over and above' our expectations. The steps below mean that they are not meeting our expectations, and we are addressing this.

Over and Above Podium	Children have gone 'over and above' in the demonstration of the SPARKS- visit to HT- Photo taken in Sparks t-shirt to send home and appear on school TV screen. Prize chosen from treat box.
Above Podium	A prize/reward is given in class to recognise the children's efforts to demonstrate good behaviour.
SPARKS	Children are successfully showing what is expected of them.
WARNING	Child has had to be reminded about what to do.
CHOICE	The expected behaviour has been reiterated to the child and a choice is given. A reminder that if they choose to ignore these, a consequence will be given. Visit to Senior Leader.
CONSEQUENCES	Name is removed and a private conversation takes place to explain to/discuss with the child the consequence being given. Visit to HT. Parents informed of incident.

At the WARNING stage, teachers will determine the appropriate in-class strategies that could be used.
At the Choices and Consequence steps, the incident and subsequent actions will be recorded onto CPOMs.

Appendix 2: Inclusion flowchart



Policy version history

Review date	Reviewed by	Description of changes
March 25	Governing Board	Updated policy format
October 25	Governing Board	LK: Wording change- section 10
October 26	Governing Board	LK: Additional information added- section 6 and section 9

End of document