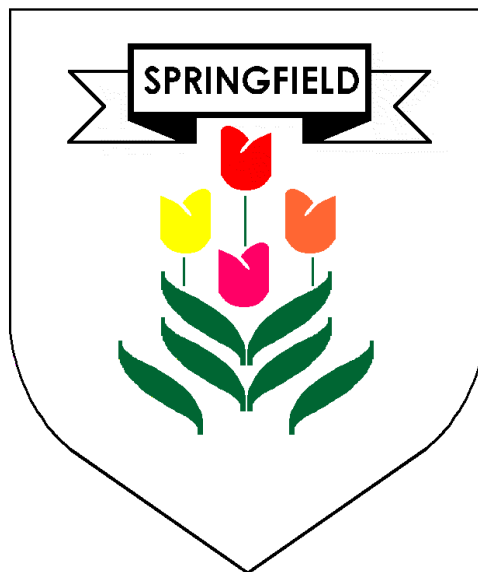


Springfield School

Positive Behaviour Policy



Written September 2025

Springfield School Positive Behaviour Policy

Lead: Miss Anthea Carroll — *Inclusion & Therapeutic Practice Lead*

Review cycle: Annual (or sooner if national/local legislation or guidance updates)

1. Introduction & Ethos

At Springfield School, behaviour is understood as a form of communication. Our response is *therapeutic, relational* and explicitly aligned with our ethos:

Care • Aspire • Achieve

We believe:

- Children thrive when they feel *safe, valued, connected* and *understood* — this aligns with Jersey’s Inclusive Education principles which emphasise safety, belonging, respect, wellbeing and voice. [\[gov.je\]](#)
- Inclusion requires removing barriers to participation, celebrating diversity and ensuring equitable access to learning. [\[gov.je\]](#)
- Discrimination or unequal treatment on the basis of protected characteristics (e.g., disability, race, sex) is unlawful under the **Discrimination (Jersey) Law 2013**. [\[jerseylaw.je\]](#)

This Positive Behaviour Policy is designed to promote emotional regulation, secure relationships, restorative interactions and clear expectations for everyone.

2. Legislative & Policy Framework (Jersey)

This policy aligns with:

Statutory Law

- **Education (Jersey) Law 1999** — duties around education, attendance and safeguarding. [\[jerseylaw.je\]](#)
- **Children and Young People (Jersey) Law 2022** — welfare, wellbeing, voice and rights of the child. [\[jerseylaw.je\]](#)
- **Discrimination (Jersey) Law 2013** — protection from discrimination, harassment and victimisation. [\[jerseylaw.je\]](#)

CYPES Policies / Government Guidance

- **Positive Behaviour & Exclusions Policy (CYPES)** — expectations for behaviour, inclusion and fair processes. [\[gov.je\]](#)
- **CYPES Inclusion Policy (2024 update)** — reducing barriers to learning and participation. [\[gov.je\]](#)
- **Jersey Keeping Children Safe in Education (J-KCSIE)** — safeguarding duties for all staff. [\[gov.je\]](#)
- **Equalities in Education Policy (2025)** — advancing equality and fostering good relations. [\[gov.je\]](#)

These frameworks require that Springfield School promotes fairness, protects children's rights, and provides safe, inclusive learning environments through a positive and non-discriminatory behaviour approach.

3. Aims of the Policy

Springfield School aims to:

1. **Create a safe, nurturing environment** where positive relationships form the foundation of behaviour.
 2. **Use therapeutic, relational practice** to understand and respond to behaviour compassionately.
 3. **Promote self-regulation, emotional literacy and resilience**, keeping distressed pupils within their relationships.
 4. **Support high aspirations** by removing barriers to participation and achievement.
 5. **Ensure fairness, equity, dignity and respect**, in line with Jersey equalities duties. [\[gov.je\]](#)
 6. **Reduce exclusion** by prioritising early intervention, adaptive responses and supportive strategies. [\[gov.je\]](#)
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4. Guiding Principles

Our approach is guided by:

4.1 Therapeutic Practice

- Behaviour is a communication of need.
- Calm adults regulate dysregulated children.

- Connection precedes correction.
- Emotional safety is essential for learning (aligned with Jersey's "safe environment" principle). [\[gov.je\]](#)

4.2 Inclusion & Equity

- All pupils have the right to participate, feel valued and be treated fairly. [\[gov.je\]](#)
- Reasonable adjustments are made to prevent substantial disadvantage, per the Discrimination Law. [\[jerseylaw.je\]](#)

4.3 High Expectations with High Support

We aspire for all children to:

- Understand boundaries
 - Develop empathy
 - Take responsibility for their actions
- But we also accept that children achieve this best through supportive relationships, not punitive systems.

4.4 Child Voice & Participation

Children should be heard, involved and supported to influence decisions.

This reflects the Inclusive Education principle of children's voice in Jersey. [\[gov.je\]](#)

5. Responsibilities

5.1 Headteacher

- Oversees implementation and ensures staff are trained in therapeutic approaches.
- Ensures consistency with CYPES Positive Behaviour & Exclusions guidance. [\[gov.je\]](#)

5.2 Inclusion & Therapeutic Practice Lead — *Miss Anthea Carroll*

- Promotes trauma-informed and therapeutic practices.
- Leads training, monitoring and reflective practice.
- Coordinates additional support and reasonable adjustments.
- Advises staff on adaptations and approaches that help meet the needs of the child.

5.3 All Staff

- Are relational role models.

- Use consistent therapeutic language, boundaries and strategies.
 - Follow safeguarding duties under J-KCSIE. [gov.je]
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6. Expectations for Behaviour

Our school-wide expectations reflect our ethos:

CARE

- Show kindness, empathy and respect
- Take care of yourself, others and the environment

ASPIRE

- Aim high, persevere and take pride in learning
- Try your best and support others to do the same

ACHIEVE

- Learn from mistakes
- Celebrate effort and progress
- Work together to achieve personal and collective goals

Behaviour expectations are taught explicitly, modelled by staff and practised regularly as part of PSHE, assemblies and relational routines.

7. Therapeutic Strategies & Relational Responses

Our responses prioritise *connection, regulation, restoration and growth*:

7.1 Proactive Regulation Support

- Visual timetables
- Regulation spaces or calm corners
- Sensory tools / breaks
- Movement breaks
- Predictability, preparation and transition supports

These align with “Ordinarily Available Provision” within Jersey’s SEND framework. [gov.je]

7.2 Attuned Adult Responses

Adults use:

- Co-regulation
- Emotion coaching
- Reflective listening
- Calm tone, low arousal approaches
- Non-shaming scripts
- Use of P(L)ACE model (Dan Huges)

7.3 Restorative Conversations

After incidents, staff facilitate brief supported reflections, focusing on:

- Understanding feelings and needs
- Repairing harm where possible
- Planning better choices next time

7.4 Individualised Support Plans

For pupils with repeated difficulties, staff consult the Inclusion Lead to create a Positive Behaviour Plan, following a graduated approach. [[gov.je](#)]

8. Responses to Behaviour

8.1 Graduated, Non-Punitive, Needs-Led Approach

We prioritise:

1. Prevention
2. Early intervention
3. Relational support
4. Adaptations
5. Collaborative problem solving

8.2 Consequences (Natural, Restorative, Reflective)

Consequences are:

- Proportionate
- Related to the behaviour
- Non-shaming
- Focused on learning and restoration

8.3 When Safety is a Concern

Staff follow J-KCSIE safeguarding processes whenever behaviour raises concerns about harm or wellbeing. [\[gov.je\]](#)

9. Exclusions (Rare & Last Resort)

We follow the CYPES **Positive Behaviour & Exclusions Policy**, ensuring decisions are:

- Lawful, reasonable, and fair
- Consider needs, context and equality duties
- Reviewed for patterns or inequality [\[gov.je\]](#)

Reasonable adjustments are always considered before exclusion. [\[jerseylaw.je\]](#)

10. Recording, Monitoring & Review

We monitor:

- Behaviour patterns
- Impact of support plans
- Exclusion data
- Wellbeing and safeguarding indicators
- Disproportionality linked to protected characteristics (in line with the Discrimination Law) [\[jerseylaw.je\]](#)

Oversight is provided by senior leaders and governors to ensure inclusive, fair and therapeutic practice.

11. Staff Training & Professional Development

Staff receive ongoing training in:

- Trauma-informed and therapeutic behaviour strategies
- Emotional literacy approaches
- SEND & neurodiversity
- Safeguarding (J-KCSIE)
- Equalities and anti-discrimination duties

This aligns with CYPES Inclusion Policy requirements to build staff capacity. [\[gov.je\]](#)

12. Parent/Carer Partnership

Parents/carers are valued partners. We commit to:

- Early communication
- Collaborative problem solving
- Sharing strategies for consistency
- Respecting family voice, culture and context

This aligns with Jersey's principles of working together for inclusion. [\[gov.je\]](#)

13. Linked Policies

- Inclusion Policy
 - Safeguarding & Child Protection (J-KCSIE compliant) [\[gov.je\]](#)
 - Equality & Anti-Discrimination Policy (Discrimination Law 2013) [\[jerseylaw.je\]](#)
 - Attendance Policy (Education Law 1999 duties) [\[gov.je\]](#)
 - SEND Policy / SEN Information Report
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14. Review & Accountability

The policy is reviewed annually by:

- Headteacher (Mr Mal Robson)
- Inclusion Lead (Miss Anthea Carroll)

Updates reflect changes in Jersey law, CYPES guidance or evolving best practice.