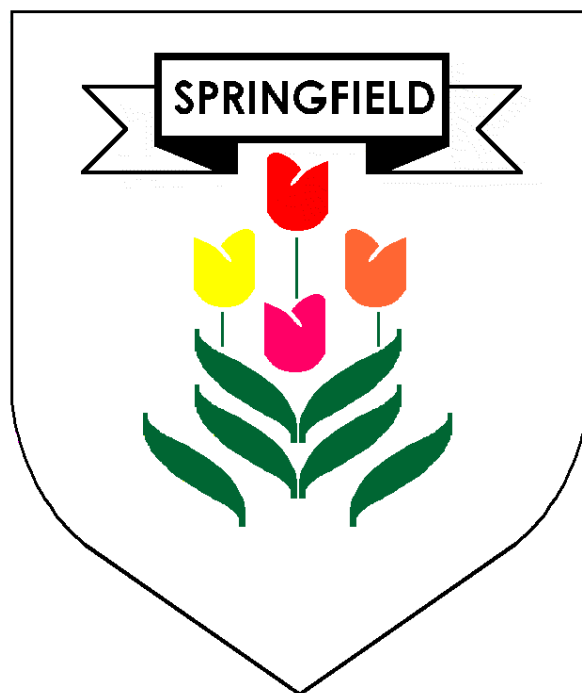


Springfield School

Positive Behaviour and Anti-Bullying Policy



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Springfield Policy on Behaviour and Anti-Bullying

1 Aims and objectives

- 1.1 It is a primary aim of Springfield School that every member of the School community feels cared for, valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School's 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 in which everyone feels happy, safe, secure and cared for.
- 1.2 The School has a number of rules, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This Policy supports the Springfield School community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The School expects every member of the School community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this Behaviour Policy in a consistent way.
- 1.5 This Policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the School community.
- 1.6 The School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 We recognise and praise positive behaviours much more regularly than we focus on inappropriate / negative behaviours.

2 Rewards and sanctions

- 2.1 We praise and reward children for positive behaviour in a variety of ways:
 - Teachers congratulate children.
 - Teachers give house points based on children demonstrating 'Care, Aspiration or Achievement'.
 - Points are recorded individually but also count towards to whole school house total
 - Points are given for hard work and positive behaviour by all school personnel.
 - Points are usually given in denominations of one.
 - The children record their points in class and the top 3 children each term are given a treat such as a trip, or lunch.
- 2.2 The School acknowledges all the efforts and achievements of children, both in and out of School.
- 2.3 The School employs a number of responses to ensure a caring, safe and positive learning environment. We employ each response appropriately to each individual situation.
 - We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
 - If a child is demonstrating unwanted behaviour in class, the teacher issues up to three warnings. If a child repeats this, we move the child from the rest of the class until s/he calms down and is able to work sensibly again with others. A playtime is then missed for the child to complete any work missed.
 - This behaviour is recorded in SIMS.
 - If a child continues with the behaviour, they should be sent to work in another classroom (usually that of the Key Stage Leader). The parents should be informed verbally that this has happened.
 - If this is not seen to be effective, a meeting is held between the child and the Deputy Head.
 - The final step in this process is a meeting between the child and the Head Teacher.
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
 - If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is reprimanded appropriately. If a child repeatedly acts in a way that disrupts or upsets others, the School contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- 2.4 The class teacher discusses the School ethos with each class. In addition to the School ethos, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the School knows the standard of behaviour that we expect in our School. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- 2.5 The School does 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 and inform parents of all children concerned. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 2.6 Records are kept of any incidents of bullying that are reported.
- 2.7 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.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the School ethos is upheld in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Key Stage Manager and from LMT.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Head Teacher

- 4.1 It is the responsibility of the Head teacher to implement the School Behaviour Policy consistently throughout Springfield, and to report to the department, when requested, on the effectiveness of the policy. It is also the responsibility of Mr Cooper to ensure the health, safety and welfare of all children in the school.
- 4.2 Headteacher supports the staff by implementing the Policy, by setting the standards of behaviour, and by supporting staff in their implementation of the Policy.
- 4.3 Headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, he may permanently exclude a child. These actions are taken only after the department have been notified.

5 The role of parents and carers

- 5.1 The School collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the School ethos in the School/parent handbook, and we expect parents and carers to read them and support them.
- 5.3 We expect parents and carers to support their child's learning, and to cooperate with the School, as set out in the home–school agreement. We try to build a supportive dialogue between the home and Springfield, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the School has to use reasonable sanctions to manage a child, we expect parents and carers to support the actions of the School. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Key

Stage Manager or Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Parents may be provided with an ESC 'Compliments / Complaints / Concerns' form.

Date: 01.07.22