



# Springfield Primary School



## School Policy

### Behaviour and Anti-Bullying

Approved: September 2019

Date for review: September 2022



## **Behaviour and Anti-Bullying Policy**

### **1.0 Aims and Values**

At Springfield Primary School we want our children to be happy, confident, sociable and enthusiastic. We want them to feel safe and listened to. Our aim is that our pupils develop a love for learning and contribute to a learning environment that enables all to thrive.

We encourage our pupils to be the best they can be.

Our positive behaviour policy is underpinned by core school values:

- Resilience
- Independence
- Teamwork
- Creativity





This policy sets out the expectations of behaviour at Springfield Primary School. The Governing Body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and fosters positive attitudes to learning.

We recognise and understand that as children grow and develop, so too does their understanding of and ability to adhere to positive learning and behaviour expectations. This policy explains how we manage deviations from our behaviour expectations to support our pupils to have increasingly positive experiences in school.

- To promote a positive ethos and learning environment in school.
- To deliver a consistent approach throughout the school to both reward and sanction.
- To define the principles of expected standards and ensure pupils understand how to embody them.
- To promote self-esteem, promote self-regulation and build positive relationships.
- To encourage the involvement of the wider community in the implementation of this policy.

### **2.0 The Behaviour System at Springfield Primary**

Every class room has a traffic light display system showing gold, green, yellow and red. The children's names (colour coded by their house colour) are displayed on this board.

	I am being the best I can be!
	We are ready to learn: focussing, taking pride, showing respect, listening.
	Am I making the right choices?
	Time to reflect.

The class teacher keeps a record of the colours children are on each day.



## The Traffic Light System



All children start the day on green. This colour represents our basic expectations of our pupils' behaviour. This includes being respectful, focussing on their learning, taking pride in everything they do and listening to both the adults and their peers.



Pupils are given a verbal warning by an adult if they stray from the core principles for staying on green. If an adult has to remind them again of the behaviour expectations, their name is moved to yellow and they will lose minutes from their playtime (KS1 5mins, KS2 10mins). If a pupil's name is moved to yellow five times within a half term, the teacher will speak to the parents/carers to discuss the pupils' behaviour.



If an adult has to repeatedly remind a pupil about their behaviour after they have moved to yellow, their name will be moved to red. The pupil will then be required to spend some of their lunchtime in the 'Retreat and Reflect' (R&R) room (KS1 15mins, KS2 30mins). During this time, a Behaviour Incident Form will be completed by the adult and the pupil will be supported in contributing to their section of their form where they explain their behaviour and their reflections on it. This is designed to support pupils in understanding their behaviour and managing their behaviour in future. The teacher will inform the parents/carers at the end of the day if their child has been on red. If this occurs 3 times within a half term, a member of the senior leadership team will telephone the parents/carers to discuss the pupils' behaviour.



If a child shows exemplary behaviour and/or embodies the school values above and beyond our basic expectations, their name will be moved to gold and they are awarded ten house points. If they achieve this accolade five times within a half term, parents/carers will receive a letter in the post from a member of the senior leadership team commending the behaviour of their child.

## 2.1 Rewarding Positive Behaviours

### The House Point System

Every child is allocated a house when they join Springfield Primary - Pocock (red), Dyson (yellow), Grylls (green) or Hawking (blue). Adults award house points to pupils when they see them actively displaying positive learning behaviours, respecting, supporting and encouraging others, embodying school values and being the best they can be. These house points contribute to the overall total for their house.

House points are awarded by adults who can award up to 3 house points at a time. This maximum number should be reserved for recognising particularly exemplary behaviours.

Each pupil's house points are also logged as their work towards their own personal goals. When they reach each stage, they receive a recognition award in assembly and have their photo displayed on our school display.

50 house points - Bronze

125 house points - Silver

250 house points - Gold

### The Gold Book

The Gold Book is managed by the Head and Deputy Head. Teachers send children to the Gold Book when they have achieved something amazing in their learning, be that academically, socially or emotionally. The child shares their success with the HT or DHT, has their name recorded in the Gold Book and is given a Gold Book sticker. Children in the Gold Book are celebrated in our whole school Achievement Assembly on



Monday mornings.

### **Achievement Assembly**

Every Monday morning we hold a whole school Achievement Assembly, led by the senior leadership team. During this assembly, the weekly house point winners are announced, classes with the highest attendance are presented with a certificate and children in the Gold Book are celebrated. We also award bronze, silver and gold certificates to children who have accumulated the required number of house points for those accolades. This assembly is designed to allow us to celebrate the achievements of all our pupils, so we welcome contributions from pupils if they have achieved something special outside of school.

### **2.2 Managing Challenging Behaviours**

Our main approach to managing behaviour at Springfield is through positive reinforcement as outlined above, however, on occasions when the expected standards of behaviour are not met, reasonable sanctions and consequences are employed.

The traffic light system used in class provides visual reminders to children about the expected behaviour and is used by all staff to communicate expectations to pupils. If a child is repeatedly failing to meet the expected standard of behaviour, their name will be moved to initially to yellow and then to red if the issue persists. This results in lost playtime or lunchtime.

Behaviour incidents are recorded on a standard form and are closely monitored by the deputy headteacher. The recording system is designed to enable the staff to track patterns in behaviour and use this information to effectively support the child.

#### **The Retreat and Reflect Room (R&R Room)**

When a child's name is moved to red, they are required to spend part of their lunchtime break in the R&R room, which is staffed by the senior and middle leadership teams. During their time in the room, children are supported and guided to reflect on the issues that resulted in them being asked to attend to R&R. A behaviour incident form is completed with the pupil to outline the setting, triggers, actions and results of the incident (STAR format). The pupil is asked to contribute to this, but writing (staff scribe as appropriate) their own reflections on their behaviours and how they can manage their behaviour more positively in the future.

The R&R is designed to be a quiet, safe space where children can retreat from challenging situations and reflect on their own behaviours. It allows us to provide personalised support to pupils in understanding the consequences of poor behaviour and the rewards of positive behaviour, so that they can have increasingly positive learning experiences in school.

#### **Behaviour outside of the classroom**

During break time and lunchtime, children are still required to meet the expected standards of behaviour which include being respectful to all. If a child is not meeting the expected standard of behaviour, they will be asked to sit to the side of the playground (KS1 5mins, KS2 10mins).

If a child displays more extreme deviations from the expected standard, they can be sent directly to the R&R room. Examples of behaviour that will result in this sanction (though not limited to) are:

- Physical fighting
- Using foul language
- Purposefully spitting at others



- Repeated disrespectful behaviour towards staff and peers

### **Supporting pupils with specific needs**

We understand that in exceptional circumstances, some pupils require further support to meet the expected standards of behaviour. Through the use of personalised sticker charts and report cards, we are able to work with pupils to support them in monitoring their behaviour closely and in working towards manageable expectations throughout the school day. This kind of provision is intended to be used in the short term but is designed to have long term impact.

### **3.0 Role of Staff**

We strongly believe that the adults in school should model high standard of behaviour and embody the school values when interacting with both children, colleagues and the school community.

All adults at Springfield Primary School are expected to:

- Encourage a positive climate with clear expectations that are communicated with pupils
- Promote and model honest, courtesy and respect to everyone
- Ensure fair treatment of all regardless of age, gender, race, ability or disability
- Model and build relationships built on kindness, respect and understanding the needs of others
- Implement our behaviour policy consistently

### **3.1 Role of the Head**

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by upholding the behaviour policy, setting the standards of behaviour, and supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, which are outlined later in the policy. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been consulted.

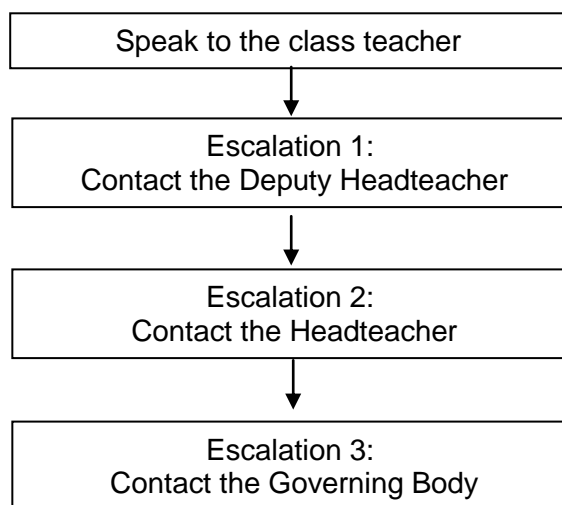
### **3.2 Role of Parents**

The school seeks to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school code of conduct and expectations in the school prospectus and home-school agreement.

Our aim is to:

- build a supportive dialogue between the home and the school
- inform and involve parents if we have concerns about their child's welfare or behaviour
- working collaboratively to ensure a positive experience of school for all

As a school, we seek the support of parents in our implementation of this policy, including sanctions when deviations from the expected behaviour standards occur. However, if a parent has a concern about the implementation of the behaviour policy, the following lines of communication should be used:



If you wish to make a formal complaint, additional guidance can be found in the school complaints policy.

### **3.3 Role of Governors**

The Governing Body has the responsibility of approving general guidelines on standards of discipline and behaviour, approving this policy and evaluating its effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour policy, but may seek the advice of Governors on occasion.

The Governors will follow the agreed grievance procedure in cases of a complaint as set out in the Complaints Policy.

### **4.0 Exclusions**

At Springfield we endeavour to intervene early in a supportive, proactive, positive way to help pupils manage their behaviour, however there may be instances when alternative sanctions are required. The headteacher has the authority to grant fixed term and permanent exclusions if necessary. The Chair of Governors is informed of all fixed term and permanent exclusions.

The following behaviours may result in a fixed term exclusion:

- Violence to a peer or adult
- Swearing at an adult
- Abuse aimed on vulnerable groups (eg race, nationality, gender etc)
- Extreme disruptive behaviour that puts the safety of themselves or others at risk
- Continued disruptive behaviour

This is not an exhaustive list; further guidance can be found by accessing the Department for Education guidance <https://www.gov.uk/government/publications/school-exclusion>, which we adhere to.



## 5.0 Anti-Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can thrive academically, socially and emotionally. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should feel able to disclose to a trusted adult, safe in the knowledge that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Our PSHE curriculum endeavours to educate pupils about all kinds of bullying, how to identify it, challenge it and overcome it.

### What Is Bullying?

Bullying is a deliberate and **repeated** act usually directed at one person. It may be instigated by one individual or a group. It is the threat or use of aggression (verbal or physical) with the intention of hurting another person and often results in pain and distress to the victim.

Bullying can be:

- Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical- pushing, kicking, hitting, punching or any use of violence
- Racist-racial taunts, graffiti, gestures
- Sexual-unwanted physical contact or sexually abusive comments
- Homophobic-because of, or focussing on the issue of sexuality
- Verbal-name-calling, sarcasm, spreading rumours, teasing
- Cyber-all areas of internet ,such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities

If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher should be informed.

- The member of staff should speak to the child/children involved
- The member of staff involved should try to ascertain the true details by:
  - Taking the incident seriously
  - Keeping calm: never over-react, instead act with calmness and fairness, even while showing displeasure with the child's/children's behaviour
  - Listening to both/all sides of the reported incident
  - Reassuring the victim
  - Make sure that all parties involved understand what behaviour/action is being disapproved of and why
  - Being seen to treat all parties fairly and with a consistent approach
  - Trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent the reoccurrence of unwanted incidents

All suspected incidents of bullying should be reported to the **headteacher, deputy headteacher or pastoral lead** so that the situation/individual can be monitored. If in the judgement of the headteacher, the incident is believed to be bullying, parents will also be informed. Actions will be discussed and agreed together in order to prevent an escalation of the problem.

If the reported incident is judged to be bullying then a copy of key details relating to the victim(s) and bully(ies) must go in the pupils' personal file. This report should include:



- Who was involved
- Where and when the event(s) happened
- What happened
- What action was taken
- How action was followed up

When incidents have been identified as bullying the following steps will be taken by the class teacher or headteacher:

- Inform the parents of both parties
- Involve them in agreeing a course of action
- Monitor and report back at regular intervals

It is important for school and home to work together as a team and be pro-active in dealing with the issue in a consistent manner. By working together bullying behaviour can be eradicated. It must be remembered that both the bully(ies) and the victim(s) may need help to prevent the actions re-occurring. On most occasions this will be from within the school and home. However, on rare occasions, outside agencies may need to be involved.

## **6.0 Associated policies and guidance**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_school.pdf)

<https://www.gov.uk/government/publications/school-exclusion>,