



Springfield
Infant School

Behaviour for Learning & Anti-Bullying Policy

2017



Vision Statement

'Space to grow and wings to fly'

Springfield School Behaviour and Anti-Bullying Policy

CONTENTS

Page 4	Principles, Ethos and Aims
Page 5	Objectives
Page 5 & 6	Responsibilities of the: <ul style="list-style-type: none">◆ Governing Body◆ Head Teacher◆ School Staff◆ Parents◆ Club providers
Page 7	Rules and Code of Conduct
Page 8	Behaviour system
Page 10	Physical Restraint
Page 10	Behaviour Management Responsibilities
Page 11	Children with Emotional and Behavioural Difficulties
Page 11	Assemblies
Page 11	Attendance
Page 12	SEAL
Page 12	Parent support
Page 12	Bullying
Page 15	Additional Resources and Links

A Life in Your Hands

*If children live with criticism,
they learn to condemn.
If children live with hostility,
they learn to fight.
If children live with ridicule,
they learn to be shy.
If children live with shame,
they learn to feel guilty.
If children live with tolerance,
they learn patience.
If children live with encouragement,
they learn confidence.
If children live with praise,
they learn to appreciate.
If children live with fairness,
they learn justice.
If children live with security,
they learn to have faith.
If children live with approval,
they learn to like themselves.
If children live with acceptance and friendship,
they learn to love in the world.*

Dorothy Law Holte

Behaviour is the way we act and respond to people
and to situations we find ourselves in.

The main purpose of this policy is to help children
to find socially acceptable ways to behave.

This Policy has been written using the following DfE guidance documents:

- Equality Act 2010
- Behaviour and Discipline in Schools
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Use of Reasonable Force in School

***Springfield is a Rights Respecting School.
We refer to the UN Convention on the Rights of the Child (UNCRC)
throughout this Policy.***

Principles

The school's Behaviour Policy reflects a commitment to improving outcomes for all pupils and eliminating all forms of discrimination, harassment, victimisation and bullying, as well as promoting equality of opportunity, the welfare of pupils and staff and good relations across the whole school.

Ethos

Every person should expect:

- To be valued as an individual
- To give and receive respect
- To care and be cared for
- To develop a positive attitude
- To benefit from working and learning experiences of a high quality
- To be given equal opportunities

The best interest of the child must be a top priority in all actions concerning children.

Article 3

Aims

- To promote inclusion and outstanding behaviour
- To set guidelines which promote outstanding behaviour and learning in school, thus allowing the school to function as a cohesive unit
- To provide children with the environment and skills to be independent, resilient and resourceful
- To encourage children to take responsibility for their own behaviour and actions
- To develop children's sense of self-esteem
- To promote the aspects of outstanding practice which lead to the incidence of poor behaviour being removed
- To agree a consistent approach for dealing with children whose behaviour is causing concern
- To improve school attendance and punctuality
- To remove all bullying, discrimination, harassment and victimisation

Every child has the right to develop their personality, talents and abilities.

Article 29

Objectives

- To provide clear guidance on encouraging courtesy and respect between all members of the school
- To provide agreed sets of rules that confirm what is acceptable behaviour throughout the school
- To reward good behaviour
- To provide a consistent approach to dealing with acceptable behaviour
- To ensure that the systems for pastoral care support children
- To work in partnership with parents, governors and outside agencies to achieve these objectives

Responsibilities of the Governing Body

- The Governing Body must ensure that policies, designed to promote outstanding behaviour and discipline on the part of its pupils, are pursued at the school.
- The Governing Body will make, and review annually, a written statement of general principles to promote outstanding behaviour and discipline amongst pupils. These can be found on our website.
- The Governors must consult with the Head teacher, Staff, parents and pupils on the principles of the Behaviour Policy.
- The Governing Body must provide clear advice and guidance to the Head teacher on which she can base the School Behaviour Policy.

Responsibilities of the Head Teacher

The Head teacher will determine the measures required to:

- Promote, among pupils, self-discipline and proper regard for authority
- Encourage outstanding behaviour and respect for others
- Ensure that the standard of behaviour is in accordance with aims and objectives of this Policy
- Regulate the conduct of children

In determining these measures, the Head Teacher will:

- Act in accordance with any written statement of general principles provided by the Governing Body
- Have regard to any guidance that they may offer in relation to particular matters.

The standard of behaviour which is to be regarded as acceptable at the school will be determined by the Head Teacher.

The Head Teacher and Governing Body will consult with the Local Authority before agreeing measures which may lead to increased expenditure by the Authority or affect their responsibilities as an employer. The power to exclude a pupil from the School (whether fixed term or permanent) may only be exercised by the Head

Teacher, and in her absence, the Deputy Head Teacher (see Exclusion Procedures document).

Responsibilities of all School Staff

The learning environment is an important place and when this is appropriate, behaviour problems are fewer:

School Staff will:

- Ensure that behaviour to meet rules is taught regularly and consistently consolidated
- Provide a calm and purposeful atmosphere to promote children's learning
- Ensure that procedures are understood regarding participation in lessons and activities, pupil discussion, movement in class and around the school
- Provide an effective curriculum, appropriately differentiated to stimulate and engage the children
- Encourage the children to feel responsible for their learning and capable of success and thus to promote self-discipline
- Ensure that lessons and activities start and end on time and are well paced
- Have high expectations of all pupils in terms of both achievement and behaviour
- Be constructive and positive
- Be specific about what behaviour is expected and what is unacceptable
- Be consistent
- Provide a good role model
- Encourage pupils to set and organise clear goals for themselves, reflect on their own progress and work co-operatively with their peers
- React quickly and appropriately to instances of individual disruptive behaviour to restore good order
- Employ a range of strategies in dealing with disruptive behaviour
- Deal with pupils sensitively and appropriately

Parental Responsibilities

Springfield has and asks parents to sign a Home-School Agreement that outlines the responsibilities of the parents and the school, including those for behaviour and attendance.

Parents have a legal requirement to ensure that their children attend school regularly and punctually.

Parents have the following additional responsibilities:

- To co-operate with the school in matters of behaviour
- To ensure that pupils have suitable clothing
- To support monitoring of attendance in school by supplying an explanation of the reasons for any absence by telephone on the day, before 9.15am or directly to the School Office
- To encourage and support their children to participate fully in lessons and in the wide life of the school community

- To actively encourage and reward progress
- To acknowledge their own importance in helping their children

Responsibilities of School Club Providers

A consistent approach is essential to promote appropriate behaviour in school. Springfield requires its club providers to follow the school's rules and code of conduct as set out in this Policy and school expectations.

It is expected that learners in clubs:

- Change sensibly
- Stay with the adult in charge
- Go to the toilet before the club starts, to avoid leaving the safety of the club
- Do not climb on apparatus in the hall, unless it is part of the activity, e.g. Gym Club
- Remain in the school building until collected by a parent/carer
- Do not shout in the club sessions, including when changing
- Take part in the activities

Springfield asks club providers to let the school know if children are not able to follow school rules and expectations.

It is the club's responsibility to pass on behaviour issues and First Aid incidents to parents.

Rules and Code of Conduct

Charter for Everyone in Our School

- ✧ *Do be gentle and don't hurt anybody*
- ✧ *Do be kind and helpful, don't hurt people's feelings*
- ✧ *Do be honest and don't cover up the truth*
- ✧ *Do work hard and don't waste time*
- ✧ *Do look after property and don't waste or damage things*
- ✧ *Do listen to people and don't interrupt*

Follow our School Charter to show respect for yourself and others.

Playground Charter

- ✧ *We look after each other and play safely*
- ✧ *We follow instructions straight away*
- ✧ *We show respect for people, property and the environment*
- ✧ *We ask children on their own to join in with our games*
- ✧ *We say sorry if we hurt or bump into anyone by accident*
- ✧ *We stop and stand still when we hear the whistle*
- ✧ *We take care of our equipment*

Please refer to the wall chart in the playground.

To reinforce our rules, we have agreed a selection of rewards and sanctions.

Behaviour System

In each Key Stage 1 classrooms, there are two separate pegboards – one for rewards (Happy Board) and one for sanctions (Sad Board). Rewards and sanctions could be applied at the same time but for different behaviours or work outcomes.

Each child has two named pegs; one peg is for reinforcement of reward and positive behaviour. The pegboard for good behaviour of the week accumulates between Monday and Friday.

There are five reward stages, these are:

- Well done
- Choose a sticker
- Wear a behaviour badge
- Visit the Head Teacher
- Letter Home

The second peg is for the sanction against negative behaviour. There are five sanction stages, these are:

- Verbal warning
- Thinking time
- Time out (this could be missing play or going to another year group classroom)
- Go to the Head Teacher
- Letter home

The pegboard for negative behaviour allows a fresh start each day, to ensure the opportunity to turn over a new leaf.

In EYFS classrooms, there are two separate pegboards – one for rewarding good behaviour (Happy Board) and one for sanctions (Sad Board). Rewards and sanctions could be applied at the same time but for different behaviours or work outcomes.

Each child has two named pegs; one peg is for reinforcement of reward and positive behaviour; the second peg is for the sanction against negative behaviour

The pegboard for negative behaviour allows a fresh start each day, to ensure the opportunity to turn over a new leaf.

Positive Consequences – Rewards

These acknowledge and encourage children in modes of positive behaviour and include:

- Verbal praise
- Stickers, stamps, mini certificates and class rewards
- Additions to the Kindness Tree
- Sharing a positive attitude or example of good work to colleagues and the Head Teacher
- Special Head Teacher's stickers
- Golden Time (awarded the whole session)
- Out of School achievements celebrated in newsletters and assemblies
- Class receiving Robbie Rhino

Negative Consequences – Sanctions

- Sad board
- Reasoning, correcting or reprimanding
- Change of seat within class
- Loss of Golden Time
- Removing child from peer group temporarily and sitting with another teacher
- Completing work at break-time

Golden Time

All children start with a set amount of Golden Time and need to retain this throughout the week. Those children that challenge the school or class rules have the possibility of losing minutes throughout the week. This is recorded on a tally chart within each class. Children missing Golden Time are required to sit quietly and catch up with work or a similar sanction.

Sanctions for Persistent and Extreme Behaviours

- Referral to a member of Leadership Team
- Referral to Head Teacher
- Contacting parents, as soon as possible, to keep them informed
- Keeping a behaviour log of incidents, with signed comments

This log is for children showing extreme forms of behaviour over a period, for example:

1. Persistent and deliberate disruption of learning
2. Persistent refusal to follow instructions and advice
3. A verbal attack on a child or adult
4. Swearing, racist or offensive language
5. Malicious injury or threatening behaviour to anyone. The child/children concerned would be sent straight to the Head Teacher or Deputy Head

Following this a more serious sanction would be put in place that would also include parents being informed and a Pastoral Support Programme – targeting specific behaviours in liaison with parents

- Time out with Head Teacher or Deputy
- Lunchtime exclusion
- Temporary exclusion: Authorised only by the Head Teacher, or in her absence, the Deputy Head. This is a legal issue, instigated by the Head Teacher. Arrangements for the setting and marking of work must be made
- Permanent exclusion is the last resort (see Procedures for the Exclusion of Pupils document)
- In cases, which give rise to real concern, outside services such as the Educational Welfare Officer, Child guidance, Educational Psychology Service or Social Services may need to be contacted

Physical Restraint

Physical restraint will only be used when necessary to prevent a pupil causing harm to themselves or others, seriously damaging property or committing a criminal act. In such cases, only the minimum force necessary should be used. There are several members of staff who have been trained in 'Team Teach' restraint techniques. Please refer to 'The Use of Reasonable Force to Control of Restrain Pupils Policy' DfE 2015 – See Reasonable Force Policy.

The class will be removed if possible before restraint and the red triangle should be dispatched. The red triangle is a an indication that a member of staff requires assistance.

Behaviour Management Responsibilities of School Staff

There is collective responsibility for behaviour management in school. All school staff are expected to follow the school's behaviour policy. Staff should acknowledge difficulties, seek help and refer concerns as follows:

1. All mid-day meal supervisors and support staff will use individual note books to record any behaviour issues at play or lunchtime. One copy will be kept in behaviour log in First Aid room, the other copy will be given to class teachers who will also be told of incidents
2. Classroom support staff will report all difficulties in the first instance to the class teacher.
3. Class teachers will keep own log and evidence. It would be good practice to identify repeat behaviour.
4. The Head Teacher, Deputy or Senior Teacher will always be available. If this is not possible a teacher will be identified to support.
5. Persistent difficulties with individuals or groups of children will be referred to the Head Teacher.

6. Class teachers will refer, for advice and support, to the Senior Teachers or Inclusion Manager. Persistent difficulties with specific children will be referred to the Head Teacher.
7. All 'hate' incidents, including bullying and racism, will be referred immediately to the Head Teacher.

Staff will use the above referral process to access help.

Staff will record behaviour problems fairly in the Behaviour Log. The Lunchtime Manager will hold a Behaviour Log for Midday Meal Supervisors to record behaviour problems. This is kept in the First Aid Room.

Children with Emotional and Behavioural Difficulties

As an inclusive school, we recognise that some children have difficulties in consistently managing their behaviour. All staff refer to the children's Individual Learning Plan (ILP) in consultation with the Inclusion Manager, to ensure consistency for the children.

When there are cases of extreme behaviour or continuous poor behaviour, resulting in repeated sanctions, parents will be informed and their support requested. In such cases the Inclusion Manager will become involved and in consultation with the Class Teacher and parents, individual programmes will be designed to help the children concerned to improve their behaviour. Other agencies may become involved and their support sought (See Special Educational Needs Policy). Risk assessments will also be written for children displaying extreme behaviour.

Assemblies

In school, there is a large soft toy goose called Governor Goose. This goose is given to a class for the day at the end of assembly. The class is chosen because they have made the best attempt to sit well and engage with the assembly theme. The aim is for the children to have consistent expectations to refer to, regardless of who is taking assembly, namely:

- Walking into and out of assembly quietly and sensibly
- Raising your hand to ask a question or answer, engage with the assembly theme
- Sitting quietly and smartly to listen and reflect
- Focusing on the candle flame for reflection time or prayer
- Joining in with the singing

Attendance

Pupils' attendance and punctuality at school and in class is vital in promoting good attitudes towards learning and excellent behaviour. The school carefully monitors all children's attendance and sends home letters to parents each term if attendance falls below 95%. The Attendance Bear is awarded each week to the class with the highest attendance. There is a whole school treat each term if the overall percentage is 96% or above.

Seal (Social and Emotional Aspects of Learning) Support & Mentoring Support

The school offers intensive programmes of SEAL support and mentoring support for identified children.

The PSHEC (Personal, Social, Health, Education and Citizenship) (Key Stage 1) and PSE (Foundation Stage) curriculums in school help all children to develop socially acceptable ways to behave. However, some children in Reception and Year 1 benefit from additional SEAL support groups which the school delivers on a regular basis.

Support from Parents

Research shows that an effective partnership between home and school is crucial in promoting good behaviour in school. This school asks all new parents joining the school to sign up to our Home/School Agreement.

The school encourages an 'open door' policy for parents to speak to staff about any concerns.

*Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected. **Article 5***

BULLYING

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils must be able to tell and know 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.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet) and it is often motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Verbal name calling, sarcasm, spreading rumours, teasing
- 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 focusing on the issue of sexuality
- Cyber All areas of internet, such as email and internet chat rooms misuse
Mobile threats by text messaging and calls
Misuse of associated technology i.e. camera and video facilities

Bullying may be distinguished from other unacceptable forms of behaviour as it is premeditated and usually forms a pattern of behaviour rather than an isolated incident.

Bullying will not be tolerated in this school and staff must act, and be seen to act, firmly against such behaviour whenever and wherever it happens. All incidents will be reported to the Head Teacher. They will be investigated thoroughly and, if substantiated, taken seriously and acted upon.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying. They will consider any incidents of bullying, beyond the school gate, which are reported to them.

Objectives of this Policy

- To prevent all forms of bullying amongst pupils.
- For all Governors, Teaching and Support Staff, pupils and parents to understand what bullying is.
- For all Governors, Teaching and Support Staff to know what the school policy is on bullying and follow it when bullying is reported.
- For all pupils and parents to know what the school policy is on bullying, and what they should do if bullying arises.
- As a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay the bully)
- Has unexplained cuts or bruises
- Comes home starving (lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Children are encouraged to report incidents that result in their feeling threatened, unhappy or tearful.
2. If it is impossible to follow up a child's concern immediately they will be told it will be considered within twenty-four hours and the adult will report back to them.
3. Each child involved in the incident will be spoken to separately.
4. The talks will not be confrontational, the premise is that there is a problem and the bullied pupil is unhappy and has experienced bullying.
5. A record of the bullying incident will be placed in the bullying register which is kept in the Head Teacher's office.
6. The parents of children involved in a buying incident will be contacted by the Head Teacher.
7. Recorded incidents will be reported to the school Governors.

Prevention

The school strives to create an ethos of outstanding behaviour, where pupils treat one another, and the school staff, with respect because they know that this is the right way to behave. We teach values of respect for everyone and a clear understanding of how our actions affect others. We expect our staff and older pupils to set a good example to the rest. To comply with its quality duty, the school has due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

*Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. **Article 29***

Intervention

The school will apply disciplinary measures to pupils who bully, to show clearly that this behaviour is wrong. Disciplinary measures will be applied fairly, consistently and reasonably, taking account of any special educational needs or disabilities that the pupils may have and considering the needs of vulnerable pupils.

Additional Resources and Links

Please refer to the West Sussex Action Against Bullying – Positive Action Guidance folder.

A formal review of this Policy will take place annually.

School Staff
Summer 2017