



Behaviour Policy

Approved: July 2019

Review date: Summer 2022

"Everyone is entitled to be treated fairly and without discrimination in every aspect of school life."
Equality Policy 2015 (review)

"All school staff and volunteers have a responsibility to provide a safe environment in which children can learn." Safeguarding Policy 2018

- Springfield aims to instil the importance of self-discipline, cooperation and respect through:
 - A culture of good citizenship and positive relationships
 - Recognition and praise of good behaviour
 - Practical and consistent responses to incidences of unacceptable behaviour that seek to resolve and repair
 - Acceptance by all of the school's high expectations of a positive, purposeful and ordered place of learning
 - Engaging with other agencies and local/national protocols which support good behaviour and safeguarding
- Positive working relationships with parents/families are paramount. The school will involve pupils and parents/carers in resolving ongoing behaviour problems.
- Springfield actively seeks to encourage all pupils to conduct themselves in a manner that shows courtesy, consideration and cooperation and to embrace all opportunities to develop their roles within different communities. The school recognises good behaviour of all kinds. (See Appendix 1)
- We are committed to protect members of the school from (unlawful) discrimination on the basis of gender, race, age, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity and to provide for the well-being and welfare of all.
- Bullying of any sort will not be tolerated. The school is committed to challenging and taking action to deal with direct and indirect discriminatory behaviour towards members of the school. All issues linked to bullying are covered in the Anti-Bullying Policy. The school's Personal Development Learning (PDL) programme, which includes PSHE, underpins all aspects of a pupil's education for a successful future. PDL sessions incorporate issues pertinent to pupils' well-being in contemporary British society and develop in them the understanding of what it means to be a good citizen and the skills required to keep themselves safe, including on-line. The Behaviour Principles have the welfare and well-being of all pupils at its centre. Support and intervention for both victims and perpetrators of unacceptable behaviour are key elements of the school's Care, Support and Guidance and PDL programmes. The school uses a range of strategies to promote good relationships and a positive working environment, including elements of restorative practice and a focus on accountability for actions. Intervention for pupils who exhibit persistent disruptive behaviour is provided in school or by specialists from outside agencies.
- Every member of the school community has a role to play in the promotion of good behaviour for learning. The Code of Conduct seeks to provide clear guidance for all. See Appendix 2. The DfE Teachers' Standards summarise the professional accountabilities of teachers to manage

behaviour effectively. See Appendix 6. Staff receive training and support in effective classroom management and support from senior colleagues in addressing incidents of unacceptable behaviour. Staff can also expect appropriate action and support in cases of malicious allegations by pupils of misconduct towards them.

- The school has the legal authority to implement a range of sanctions to promote and maintain high standards of behaviour and to regulate the conduct of pupils. Springfield will use sanctions that are fair, proportionate and consistently applied for those who do not comply with the school's behaviour principles. The school requires all pupils to complete any assigned work missed through unacceptable behaviour.
- The school believes that pupils must learn to take responsibility for their own behaviour. All responses to unacceptable behaviour ensure that pupils understand that consequences will always follow their choices of behaviour. The exact sanction resulting from a particular action will be applied after determining and reviewing the circumstances in a fair and equitable manner. See Appendix 3. Staff also have a responsibility to treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing reasonable boundaries.
- The Headteacher devolves power to all paid staff with responsibility for children to discipline pupils whose behaviour is unacceptable, who break the school Code of Conduct or who fail to follow a reasonable instruction. This extends to school visits and the journey to and from school – or any occasion when school uniform is worn and behaviour could adversely affect the reputation of the school. The Headteacher may give the power to discipline to adult volunteers on school trips.
- The school has the legal power to confiscate inappropriate items from pupils and to use reasonable force to search for prohibited items without consent. (See Code of Conduct Appendix 2?) Reasonable force may be used to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. See Appendices 4 and 5
- Any complaints will be dealt with in accordance with the published Complaints Procedure.
- The Behaviour Principles and Policy should be read in conjunction with the following Springfield policies/procedures and national/DfE guidance:
 - DfE Exclusion guidance
 - Anti-bullying Policy
 - Uniform Code
 - Attendance Policy
 - Safeguarding and Child Protection Policy
 - Equality Policy
 - E-Safety Policy
 - Health and Safety Policy
 - Trips Policy
 - Drug Education Policy
 - Charging Policy

Equality Policy compliant: objectives 1, 3, 4, 10