

SPRINGHILL CATHOLIC PRIMARY SCHOOL

*We strive to achieve excellence in all that we do
as we follow the Gospel values of Jesus Christ.*



Together we will do our best for Jesus

BEHAVIOUR AND ANTI-BULLYING POLICY

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Adopted by the Governing Body: 7th July 2025
Review Date: July 2026

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- [The Equality Act 2010](#)
- Use of reasonable force in schools

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

The promotion of good behaviour is implicit in our mission statement, contributing to a supportive working atmosphere, social development and an appreciation of Gospel values and their practice. At Springhill, behaviour is everyone's responsibility.

We expect our children to behave appropriately at all times, in a variety of situations, so that effective teaching and learning can be achieved. We hope to lead all children to be independent, respectful, self-disciplined and responsible members of society.

All members of our school community, children, parents, staff and governors, should show one another courtesy, patience, forgiveness and respect through mutual support and goodwill.

Positive Behaviour Management

We seek to:

- promote good relationships based on respect
- develop self-discipline through teaching and self-regulation
- develop a sense of responsibility and accountability
- promote justice, compassion and reconciliation
- foster and develop self-esteem and self-acceptance
- build on strengths

Roles and responsibilities

The governing board is responsible for approving and monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher is responsible for leading the review of the behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour that does not meet the expected standard, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and in a developmentally-appropriate way.

Staff are responsible for:

- implementing the behaviour policy consistently;
- modelling positive behaviour;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- recording behaviour incidents;
- informing parents of concerns regarding behaviour;
- developing positive relationships with the whole school community;
- working collaboratively with parents.

The senior leadership team will support staff in responding to behaviour incidents.

Parents are expected to:

- support their child in adhering to the school rules and behaviour expectations;
- inform the school of any circumstances that may affect their child's behaviour;
- communicate with school about any concerns regarding your child's behaviour;
- discuss any behavioural concerns with the class teacher.

Pupils are expected to

- be kind and helpful to all;
- be polite and considerate to each other;
- be hardworking and always willing to give of their best;
- show respect for the endeavours of others;
- be prepared to share their talents and to work for the common good;
- be patient and forgiving, practising reconciliation and goodwill in relationships;
- follow school rules;
- be careful and quiet when moving around the school;
- be committed to their own personal growth.

At the beginning of the school year, children revisit the school rules and sign a class behaviour agreement.

Children in crisis will sometimes become dysregulated and display disruptive and aggressive behaviour. School staff work with families and colleagues and seek help from appropriate agencies promptly.

Reward and Sanctions

Rewards and sanctions are appropriate to the child's level of understanding and used to commend appropriate behaviour and amend inappropriate and harmful actions.

Through the use of praise and rewards, we reinforce our behavioural expectations and help to raise the children's self-esteem. This praise may be: verbal; given privately; or in front of others; in written form as a comment on work; as a certificate of achievement awarded during special assembly or as a postcard sent home. Praise is given for a variety of reasons such as: academic progress; effort; readiness to learn; politeness and kindness. When adults give praise, they are specific so that the child knows exactly why s/he is being praised.

Rewards include:

- moving up on the behaviour chart (see appendix A)
- an award sticker
- granting a privilege
- sharing the good news with the head teacher, another teacher or class
- giving additional responsibilities
- weekly 'Good News' assemblies
- notifying parents of success: 'Living like Jesus' and 'Teacher Award' certificates
- star of the day – VIP table

- star of the week
- House points
- Termly event for all children who have attended Reflection 6 or less times

Each week, there is a 'Good News' assembly. Three or four children from each class are nominated for a certificate by their class teacher. This gives the opportunity to praise and highlight children who have made noteworthy effort in their work or behaviour.

To reward excellent attendance, we present termly badges and annual medals.

As well as these rewards, we aim to foster a school environment in which children develop a sense of self-worth and have an intrinsic desire to make the right choices.

Sanctions

When poor behaviour is identified, sanctions may be implemented. A range of disciplinary measures are used and can include

- a verbal warning
- repeating unsatisfactory work
- missing part of/all of playtimes for reflection time with a member of SLT when the children reflect on what they have done and how they can rectify their behaviour
- they may be asked to complete work inside under adult supervision if their behaviour has resulted in them not meeting the expected standard. This is only used where the behaviour or effort has been a concern and not simply because a child has not finished the task.
- behaviour monitoring
- temporary confiscation of personal items (e.g. toys/cards brought into school)
- Any other sanction as decided by the senior leadership team

In the majority of cases, sanctions are erased at the end of every day, unless a pupil persistently refuses to amend his or her behaviour, at which point, further action is taken. Whole classes must not receive sanctions if individuals or smaller groups of pupils are responsible for the poor behaviour.

Steps for dealing with unacceptable behaviour

Most low-level unacceptable behaviour requires only an immediate warning/reprimand, by the member of staff who witnesses the incident or to whom it is reported. If the behaviour has affected another child or an adult, they may be asked to make reparations such as apologising verbally or making a card/letter. Recurring low-level issues or matters of a more serious nature may merit further action.

The step at which a child begins, will be at the discretion of teachers or the senior leadership team.

- Step 1: Class teacher speaks to the child about his/her behaviour with an immediate reprimand such as moving their name down on the behaviour chart (see Appendix A). Two moves down in a day will result in a child spending time reflecting for 5 or 10 minutes with a member of SLT (or staff).
- Step 2: Child may be moved to a quiet table within the classroom or to another classroom to work. The class teacher and/or a member of the senior leadership team speaks to the child, exploring the situation. The child is asked to verbalise what happened, how s/he felt at the time, how others may have felt and what s/he could have done differently should s/he be in a similar situation again. At the end of this discussion, strategies are discussed, as appropriate, that the child can use. A behaviour incident log is completed by the adult who was first involved in dealing with the behaviour.

The class teacher discusses the child's behaviour with parents and this discussion is recorded.

Step 3: A member of the senior leadership team investigates child's behaviour and meets with parents. A personalised behaviour plan is put in place.

Step 4: Formal interview – parent, teacher, SLT and child if appropriate.

Step 5: Head teacher involvement.

- physical assault against a member of staff
- physical assault against another child
- vandalism
- inappropriate use of social media or online technology
- recurring disruptive behaviour
- Any other behaviour deemed serious by the leadership team

Step 6: Suspension

Step 7: Permanent Exclusion

Suspensions and Exclusions

We are committed to following all statutory procedures regarding suspensions and exclusions to ensure that every child receives an education in a safe and caring environment.

A decision to suspend or exclude a pupil will be taken only:

- in response to a serious breach of the school's behaviour policy
- in response to persistent breach of the school's behaviour policy
- if allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- allow the pupil to give their version of events
- consider if the pupil has special educational needs (SEN)

If a suspension is given, the school will adopt the following approach:

- the child will be suspended (normally for a period of one full session but this is at the headteacher's discretion)
- parents will be notified immediately by telephone, and asked to collect their child from the school
- parents will be given a formal letter outlining the reason for suspension, the suspension process and details of procedures they may wish to adopt e.g. appeals procedure
- re-integration will include a return to school meeting with a member of SLT, the child and parent
- if necessary, a behaviour support plan will be put in place
- where there is already a behaviour support plan in place, provision will be discussed and adjustments made

Children with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be differentiated to cater for the needs of pupils who demonstrate challenging behaviour. The school's special educational needs co-ordinator will evaluate a pupil's needs if they exhibit challenging behaviour to determine whether they have any underlying needs that are not currently being met and reasonable adjustments will be made.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support, risks assessments and programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The use of reasonable force (More detailed information in a separate policy):

The term 'reasonable force' covers the broad range of actions used by most teachers, at some point in their career, that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. All members of school staff have a legal power to use reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

In some circumstances, staff may use **reasonable force** to prevent a child from:

- causing disorder
- refusing to leave a room when instructed to do so
- hurting themselves or others
- damaging property

The use of reasonable force must

- **always be used as a last resort**
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be reasonable, proportionate and necessary
- be recorded and reported to parents

Playground Rules

- We include others in our play;
- We are polite to members of staff, visitors and other children;
- We treat each other with respect;
- We always listen to adults and follow instructions;
- We do not use rough play (play fighting, pushing, pulling);
- We play safely on the equipment, sharing with others;
- When we hear the whistle, we stand still, then walk quietly into class.

At lunchtime, the supervisors may award stickers. Incidents of inappropriate behaviour are dealt with by the supervisor who may then inform the class teacher or a member of the senior leadership team, as appropriate. The lunchtime supervisors will complete any behaviour incident logs.

Cases of persistent or more serious breaches of rules are dealt with by deputy headteacher and headteacher.

SCHOOL RULES

- 1 All our pupils are expected to behave in school, and when travelling to and from school, in a way which brings credit to themselves, their family and the school. A general all-round standard at which we aim can be said to be good manners, and considerate behaviour towards others, based upon self-discipline, honesty and respect for others.
- 2 Children should not bring toys or other possessions to school. Analogue watches may be worn by pupils, entirely at their owner's risk.
- 3 KS2 children may bring a piece of fruit or vegetables for morning break time. Cereal bars, crisps and sweets may not be eaten at morning break. Lollipops and any form of gum are not allowed in school. Children may not share contents of lunch boxes with each other.
- 4 Jewellery may not be worn. This includes: necklaces, bracelets, rings and badges. If a child has pierced ears, we only permit one pair of plain studs to be worn. Earrings must be removed or taped over for all PE lessons; care must be taken to effectively cover the spike at the back of the ear lobe. Teachers are not permitted to remove or insert earrings; this should be done before the child arrives at school.
- 5 Hurtful behaviour and bullying must always be reported to a member of staff. We ask parents to tell the school immediately if there is even a suspicion that a child is being bullied, threatened or pressurised in any way by another person; such matters are always fully investigated and action taken if necessary.
- 6 We have a set of school rules which are reviewed annually.

ANTI-BULLYING

This procedure is written in conjunction with:

- "Preventing and tackling bullying" July 2017
- The Education and Inspection Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Equality Act (2010)

It also follows advice provided by the Anti-bullying Alliance and Kidscape and should be read in conjunction with the following school policies:

- Behaviour
- Safeguarding
- Child Protection
- Online Safety

Definition

Bullying is defined as:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.' (The Anti-Bullying Alliance in *Preventing and Tackling Bullying*, Kidscape).

Bullying causes distress solely in order to give a feeling of power, status or other gratification to the bully.

Behaviour is bullying behaviour if

- it is repetitive, wilful or persistent
- it is intentionally harmful, carried out by an individual or group
- there is an imbalance of power leaving the bullied person feeling defenceless

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying comes in several different forms:

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying, most commonly, occurs because of a real or perceived 'difference' and can relate to race, gender-identity, disability, sexist behaviour and cyber-bullying. The potential for children with SEN and disabilities to be disproportionately impacted by bullying is recognised and therefore additional pastoral support will be implemented as required.

Online or cyber-bullying can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Children who are bullied are more likely to:

- have low self-esteem
- develop depression or anxiety
- become socially withdrawn, isolated and lonely
- have lower academic achievement due to avoiding or becoming disengaged with school

All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental well-being. By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Not all acts of unkindness or physical hurt are bullying. When an incident has been investigated and deemed not to involve bullying, it will be dealt with in accordance with the behaviour policy.

Aims

- Bullying in any form will not be tolerated. We will respond to, and investigate all bullying claims, including journeys to and from school, external trips, after school clubs and cyber bullying.
- All reports of bullying will be taken seriously and investigated fully. Appropriate measures will be taken to reassure and support the victim and modify the behaviour and attitude of the bully.

In dealing with all instances of unacceptable behaviour, including bullying, we aim to

- maintain an ethos which discourages bullying and unpleasant behaviour towards other pupils
- ensure that all our children are able to grow and develop in safety and be free from prejudice and discrimination
- intervene by identifying and tackling bullying behaviour appropriately and promptly
- deal with any incidents in a positive and sensitive way to avoid increasing distress felt by bullied pupils and to those children who are bullying
- work closely with the parents of both parties, to help to deal with any incidents which arise
- encourage children to tell someone when they are bullied; bullying thrives on secrecy.

Forgiveness and reconciliation between the parties concerned and the opportunity to move on with a fresh start leaving the incidents in the past, are central to the daily implementation of our school's mission statement.

Strategies

When dealing with any problems, we will use a variety of strategies which suit the situation and the children involved. These include

- listening to children when concerns are raised
- adopting a no-blame approach to encourage children to talk
- involving parents; parents/carers are made aware of and consulted in all instances of bullying
- increasing vigilance of all adults involved with the children
- providing support for the victim of the bullying; those who have been the victims of bullying are reassured and checked regularly to ensure that there have been no repercussions from the perpetrator
- removing a child from the situation if the child is deliberately aggressive. Gradually, re-introduce the child to the environment, monitoring progress carefully
- developing a form of behaviour modification reward system so that rewards are gained for good behaviour
- staff routinely following up all reported instances of bullying to ensure that the children concerned remain secure and confident.
- staff being alert to signs of a child who may be unhappy or anxious and make sure that any underlying cause is addressed.

Procedures to be followed

1. Children will know who to talk to in the first instance; this will usually be the class teacher, but it could also be
 - another teacher known to them
 - a learning support assistant
 - School ELSA
 - a mid-day supervisor
 - a member of the senior leadership teamThe incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
2. Appropriate support will be provided for the person being bullied. Staff will ensure that the child/children are not at risk of immediate harm and will involve them in any decision-making, as appropriate. The adult will talk to the 'victim' to ascertain
 - the nature of the problem and how they feel about it
 - what the victim's goals are and how they would like the problem resolved
 - how the victim thinks they can help themselves
3. The DSL will be informed of all bullying issues where there are safeguarding concerns.
4. A member of the senior leadership team must be informed of any bullying incidents. If after investigation it is considered that bullying has occurred, the parents will be contacted for an initial consultation
5. The class teacher will initiate programmes/exercises to raise the 'victim's' self-esteem
6. A member of the senior leadership team will speak to the child accused of bullying (and any witnesses) and state factually what has been reported and logged. A discussion will then take place on the effect the bully's actions are having on the victim. The children will be asked for their suggestions about how bullies can change their behaviour.
7. In liaison with the member of staff dealing with the problem, the class teacher will speak to the victim and bully separately one week later to ascertain progress. If the victim is satisfied that the matter has been completely resolved, then no further action needs to be taken. If the victim is not satisfied, the class teacher will monitor and log progress on a weekly basis until the problem is resolved (see Appendix A for monitoring form).
8. A member of the senior leadership team will contact the parents of both the victim and the bully at an early stage so that the parents are fully aware of any incidents and can help to resolve the problem. Once the bullying has stopped, parents should also be made aware that the problem has been solved.
9. Further actions may include
 - discussion of incidents followed by monitoring of future behaviour
 - working in another classroom for a determined period
 - support of a named adult
 - completion of an anti-bullying monitoring form
 - Break times and or lunch/times to be spent working with a senior member of staff
 - debarment from the school premises during lunchtime
 - fixed term exclusion
 - permanent exclusion

These steps are not listed in order and it may be that the headteacher moves to debarment from lunchtimes or temporary or permanent exclusion straight away.

Advice provided to parents

- Contact school immediately if you think your child is being bullied.
- Encourage your child to talk about it, but be patient as she or he may be distressed.
- Never approach the bully directly or involve an older child to deal with the bully. It is important that you work with us to deal with incidents.
- Stay calm but show that you are supportive and working with the school to solve the problem.
- Do not tell your child to fight back; this will only make matters worse.
- Avoid dwelling on sensitive issues and asking leading questions.
- Reassure your child that you are sympathetic and will do something about it.
- Try to help him or her to see the difficulty as a problem that can be solved.
- Ask your child if they can see ways of changing things.
- Talk to us about the bullying and work with us to improve the situation. We are here to support your children.
- Help him or her to develop coping strategies.
- Help everyone to keep a sense of proportion in the situation.

Advice to be provided to children

Each term or when incidents occur, class teachers will discuss bullying and re-enforce the following strategies (taken from the Anti-Bullying Alliance 'I am being bullied' campaign):

1. Tell someone you trust
2. Keep a record of what's happening
3. Don't retaliate
4. Surround yourself with people who make you feel good
5. Don't blame yourself – it's NOT your fault
6. Be proud of who you are

What do you do if you know someone is being bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with the bully.

All staff will be proactive in using preventative measures. These include:

- Personal, Social and Health Education programmes
- Circle time
- Out of class supervision
- Social skills groups
- Focus, themed assemblies

- Buddy Scheme
- Mentors/counselling
- Support from ELSA/tutor/other named adult or student
- Enlisting support from parents.

Cyberbullying

1. Central to the school's anti-bullying policy should be the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.
2. We therefore recognise that we must take note of bullying perpetrated outside of school which spills over into the school day. We will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.
3. Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."
4. By cyber-bullying, we mean bullying by electronic media:
 - bullying by texts or messages or calls on mobile phones
 - the use of mobile phone cameras to cause distress, fear or humiliation
 - posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
 - using e-mail to message others
 - hijacking/cloning e-mail accounts
 - making threatening, abusive, defamatory or humiliating remarks in on-line forums
5. If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. The school will pass on information to the police if it feels that it is appropriate or are required to do so.
6. Information will be provided to staff, parents and pupils regarding steps they can take to protect themselves and their children online. This may include
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Summary

We ensure that everyone: pupils, parents, carers, teachers, support staff, governors, and outside agencies are brought together to develop a culture which openly disapproves of bullying

Appendix A

Springhill Behaviour System

FS and Y1 have a space-themed behaviour system (see photo below). Every day, the Foundation Stage and Key Stage 1 children start the day on 'satellite'. This shows that they are ready to learn and are making good choices. It is the Springhill behaviour that we expect on a daily basis. If a child goes above and beyond and really impresses an adult, they will be moved up to 'stars' and receive a silver sticker. Exceptional behaviour or effort will move children to the 'sun' and they will receive a gold sticker.

Poor behaviour results in a move down to the 'moon' or the 'earth' at the bottom of the behaviour chart. If a child is on the moon, the teacher will give them a warning and it is a chance for a child to rectify their behaviour. If a child is on the moon, they will attend reflection for 10 minutes during play time or lunch time with a member of the leadership team.

In both Foundation Stage and KS1, once reflection has taken place, children move back to 'the satellite, ready for a fresh start.

KS2 children have an Olympic-themed behaviour system similar to KS1. Every day, all children start 'in the blocks'. This shows that they are ready to learn and making good choices. Should a child go above and beyond and really impress an adult, they will be moved to 'going for gold' and receive a gold star sticker. Exceptional behaviour or effort will move children to the 'torchbearer' section of the behaviour ladder. This means that they are in the running to be 'star of the day' and sit at a VIP table in the classroom. Children will be collecting 'torchbearer' stickers on a special bookmark. If there are no 'torchbearers' on a particular day, children from the next group down will have the opportunity to be selected for 'star of the day' and the VIP table.

Children who have gone to reflection six times or less in a term will attend a special treat with the Head Teacher at the end of each term.

If a child is moved to 'false start', they will receive warning; this is a chance for them to correct their behaviour. However, if a child's poor behaviour continues, it will result in a child moving to the lowest rung on the ladder 'dropped the baton' and would lead to a 10-minute reflection during play time or lunch time with a member of the senior leadership team. Parents will be contacted if a child attends reflection three times or more in a two week period.

Once reflection has taken place, children move back to 'in the blocks' to enable them to have a fresh start.

Remaining 'on the satellite' or 'in the blocks' is commended as this means they have met the expectations.

Examples of behaviour charts displayed in all classrooms:



Foundation Stage and Key Stage 1



Key Stage 2