



Stoke Mandeville Combined School

Behaviour and Anti-Bullying Policy

Adopted by January 2019

To be reviewed annually

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Stoke Mandeville Combined School

Behaviour and Anti-Bullying Policy

Introduction

Stoke Mandeville Combined School seeks to create an environment that encourages and reinforces good behaviour and where every member of the school community can feel valued and respected. We expect mutual respect of all pupils and adults, and aim to develop self-discipline in our pupils. We believe that good behaviour is an important outcome of children's education.

The School behaviour policy is designed to detail way in which all members of the school can live and work together in a supportive environment. It aims to promote a positive learning environment where all feel happy, safe and secure.

The Governing Body at Stoke Mandeville are committed to supporting the development of behaviour and anti-bullying strategies.

Aims

- To encourage consistency of response to both positive and negative behaviour through clear expectations and fairness
- To define acceptable standards of behaviour
- To encourage and reinforce positive behaviour through our PSHE curriculum, Circle Time sessions, assemblies and throughout school life
- To ensure the safety and well-being of all pupils, staff and visitors
- To teach pupils that actions have consequences
- To ensure that all pupils are listened to and treated with equal respect
- To ensure positive motivational strategies are employed, including our rewards and sanctions
- To promote self-esteem, self-discipline and positive relationships
- To encourage de-escalation rather than confrontation
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Expectations

At Stoke Mandeville Combined School we will:

- Treat each other with respect at all times, therefore providing a positive role model for the children and each other;
- Reward good behaviour;
- Provide encouragement and stimulation to all pupils;
- Treat all children fairly by applying this policy in a consistent way, taking into account individual needs;
- Avoid any behaviour considered to be bullying
- Ensure that each class has its own classroom code;
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Our School Values

At Stoke Mandeville Combined School, we place great emphasis on our values which underpin all that we do in school. These values are:

- Respect
- Reflection

- Responsibility
- Resilience
- Resourcefulness

Children are rewarded for demonstrating these values in class on a traffic light reward system, through house points and in our weekly Celebration Assembly. We believe that having these values helps the children to reach their social and academic potential.

A Positive Approach

The core beliefs of Stoke Mandeville Combined School are that:

- Behaviour can change and that every child can be successful;
- Using a positive system of verbal praise or rewards will increase children's self-esteem and thus help them to achieve more;
- Celebrating success helps children to achieve more;
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way;
- Reinforcing good behaviour helps our children feel good about themselves;
- Ensuring that pupils are listened to;
- Class rules are negotiated at the beginning of the year;
- Ensuring correct school uniform is worn enhances a sense of identity and pride
- Home school agreement is revisited each year with Key Stage 2 children.

Rewards should cover the broadest possible range of achievements and therefore be accessible to all pupils.

Consequences

Consequences should be applied fairly and consistently and be appropriate for the age and stage of a pupils' development. All incidents must be reported back to the class teacher.

In serious incidents, or incidents which are repeated following work in partnership with parents, the Headteacher may need to take more formal measures such as internal or external exclusion. However, it should be recognised that this is a last resort and will only be used when the Headteacher deems it necessary.

Behaviour

Our aim is for all aspects of school to be a positive experience for all our school community and therefore positive behaviour is promoted at all times and School Codes must be followed. The management of behaviour starts with the behaviour management skills of all staff.

In order for a situation to be dealt with effectively and appropriately, all incidents must be reported within one school day. Incidents that happened 'a few days ago' are not easily resolved. Children must report incidents immediately to a member of staff.

Parents who need to report incidents should discuss them with the class teacher in the first instance. Concerns raised by parents will be recorded by the class teacher and will be reported to other staff (e.g. Headteacher) as appropriate.

The staff member will discuss the incident with the children concerned and take appropriate action which aims to be sensitive to the needs of all those involved.

In the playground

Playground equipment is provided and pupils are expected to play sensibly and share space and equipment responsibly.

Pupils are expected to ask permission before entering the building during breaktimes e.g. to return to their classroom. After the bell has been rung, the children will line up in their class lines. The children should walk into school in a quiet, orderly manner.

Pupils whose behaviour is deemed inappropriate in the playground may have appropriate sanctions applied by the duty member of staff. The behaviour and actions taken will be reported back to the class teacher who may move the child's name on the class behaviour system. More serious incidents should be reported to a member of the Senior Leadership Team.

Wet Playtimes

Pupils are expected to engage in a quiet activity (wet playtime equipment is available in each class). Class teachers should ensure that pupils are clear about these rules for wet playtimes in the classroom area.

- Pupils should remain in their own classroom area (with exception of Year 6 monitors during a wet lunchtime);
- Pupils should remain seated as much as possible;
- Any movement around the classroom should be calm and orderly;
- Pupils will only use the equipment, games and resources designated by their teacher for the wet lunchtime period;
- Teachers may wish for their class to watch age appropriate programmes; KS1 to watch CBeebies and KS2 CBBC, under adult supervision.
- For safety reasons, scissors, paint, glue or the computer should not be used unless supervised;
- Pupils should clear away when asked to do so by the lunchtime staff.

Behaviour outside school

Pupils are also expected to behave in a polite and orderly manner when they are on their way to and from the school. This also means that their behaviour outside the gates, when leaving school should always be of a high standard. During these times they are wearing their school uniform and poor behaviour has a detrimental effect on the reputation of the school.

Anti-Bullying Strategy

In common with all other schools, we recognise that some pupils at the school will experience bullying of some kind. It also needs to be understood that unkind behaviour such as impulsive, accidental actions may not be acts of bullying.

The staff and Governors of Stoke Mandeville Combined School are committed to ensuring children have a happy time at school, free from harassment or bullying. Since bullying is a serious issue, yet not necessarily obvious and observable, it needs to be dealt with sensitively and effectively.

All children have a right to a secure and safe environment, free from fear and abuse. All children at Stoke Mandeville Combined School will be made aware of the issues of bullying through assemblies

and our Personal and Social Education curriculum (PSHE), Circle Times and participation in National Anti-Bullying Week.

Several forms of bullying can be identified

- Physical abuse – pushing, hitting, kicking, biting, spitting
- Verbal abuse – name calling, taunting, teasing
- Emotional abuse – non-verbal signals, being left out of activities
- Taking other peoples possessions without asking
- Damaging property
- Intimidation of any kind
- Extortion
- Racism
- Homophobia
- Via electronic means – cyber bullying via phone, internet, smart TV, online gaming

Bullying is a series of repeated incidents against one child by one or several other children. All staff must be alert to signs of bullying and take immediate action including reporting concerns back to the class teacher. Staff who become aware of internet issues will direct pupils and parents to the e safety policy.

Anti-Racism Policy

Racist behaviour can take a variety of forms. Some are more blatantly offensive than others. Any such behaviour is considered unacceptable by the staff and governors of the school.

The Anti-racism policy is outlined in the Child Protection policy.

Roles and Responsibilities

The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

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

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

Parents

Parents are expected to:

- Support their child in the Home school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Monitoring of the Policy

We will regularly monitor our behaviour system for rules/rewards and consequences. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff/parents/pupils
- Feedback from classroom observations
- Questionnaires from parents/staff/pupils
- Number of pupils sent to the Headteacher or senior staff
- Feedback/comments from visitors to the school

This policy is intended to be used by all staff, both teaching and non teaching staff. Students undertaking placement in this school are also expected to follow this policy.

Appendix 1

Behaviour Policy in Practice

Whole School Awards

The current rewards system used in school is the House Points system. This is used to reward children for good work or good behaviour, and should be used in conjunction with the classroom behaviour ladder and behaviour book.

Children collect House Points during the week which are collected for each House. Scores are totaled and announced in a weekly assembly. The House who collects the most House Points by the end of the term will win the House Cup. This in turn entitles the winning house to have a Mufti Day in school on a day before the end of each full term and decided by the SLT. House points will not be removed once awarded.

Children who are deemed to have completed a particularly good piece of work may also be sent to the Headteacher. The Headteacher will present the child with a Gold sticker.

Classroom Awards

Each class also has a display of a Behaviour Traffic Light. Children can move up to the silver star on the traffic light and receive a house point when they demonstrate one of the 5 R's and/or good conduct within school. At the end of the school day all children who have managed to move on to, and stay on, the silver star will receive a tick by their name in the class Gold Book. Once the children have received 5 ticks in the Gold Book the child can then be sent to the Head teacher to receive a Gold Sticker. Their name will also move on to the gold star on the traffic light when they have received a gold award. Teachers may also set up their own rewards system to encourage and support the positive behaviour model of this policy. These reward systems should be age appropriate and could include the use of smiley faces, raffle tickets and stickers. Any class awards earned should not exceed 1 per half term.

Sanctions

The Traffic Light also means that children may move down to orange or red for unacceptable behaviour. Each negative action will mean a step down the ladder with this being recorded in the class behaviour book where appropriate. The Traffic Light can be reset at the end of each day and each starts the new school day on the green light. In instances where the child has moved down the traffic light but not had their time out on the same day, their name will be recorded elsewhere so they will still receive their time out the following school day but will still start the day positively and have their name on the green light.

The steps to be followed for sanctions are as follows:

1. Child to be given a verbal warning
2. Second verbal warning –(class teacher to be informed if this is at break or lunchtime)
3. If the behaviour is seen again the name is recorded in the class behaviour book and the child misses part of the following playtime or in the case of lunchtime behaviour will be put into "Time out".

4. If the behaviour has not been modified parents are made aware with either a phone call home by the class teacher or a parent mail is sent out.
5. A member of the senior leadership team becomes involved and incidents are recorded. They will be sent to work in another year group for half a day. This will be recorded in the class behaviour book.
6. If a child receives 2 or more instances of being sent to another class in a week then they will go to see the Head and a letter will then be sent home. Parents will be asked to come in for a meeting with the Head. This makes sure we are working with parents to help support their child's behaviour. If a child gets this far down the ladder then they will spend the next day working in seclusion, break time and dinner will also be taken separately to the other children. Parents will be informed.

Escalation for continuing poor behaviour

Any child who has been considered to have significant difficulties will be placed on a Behaviour support plan which will be shared with parents during a meeting. This will be supported by the use of a behaviour book to ensure clear communication of concerns, sharing of information and careful monitoring of behaviours.

A Behaviour support plan is intended to be a short term support to see significant improvements in behaviour using a consistent approach. Professional external advice may be sought at this time and this will be shared with parents.

While a Behaviour support plan is in place a child may still be in danger of internal or external exclusion. All internal and external exclusions are reported to Governors for monitoring and strategic planning. External exclusions are reported to the Local Authority. Only External Exclusions remain on the child's educational record.

Recording of Behaviour

Behaviours both positive and negative are logged onto SIMs by the Office staff once per week when the behaviour books are collected.

This is reported to staff and Governors to ensure a clear understanding of issues relating to the behaviours and patterns of behaviour in the school.

The Codes used on SIMs are as follows

	Unacceptable Behaviours
1	Calling out
1	Poor Quality of work- (This is assessed against the ability of the individual)
1	Disrupting others
3	Physically hurting others in the class
2	Calling names and being unkind
2	Pushing
3	Kicking
3	Hitting

3	Biting
2	Rough Play
1	Back chat and Insolence
1	Refusing to follow instructions
3	Bullying
1	Not listening to instructions or being respectful
2	Removing themselves without permission from the classroom
2	Putting themselves in danger
2	Negative impact on the education of others

Appendix 2

Home School Agreement

At Stoke Mandeville we believe that the Home School agreement remains a positive agreement and understanding of expectations for all stakeholders. While this is no longer a statutory requirement for school the clarity this provides supports our aims and objectives in providing high expectations and outcomes for all pupils. The following is a copy of the agreement shared with all stakeholders. This will be discussed with children in Key stage 2 and they will be asked to sign this at the start of each school year.

For its pupils, the school will:

- Provide a rich, stimulating, secure and safe learning environment in which there is an opportunity for all to achieve success and to develop their full potential
- Give access to a broad and balanced curriculum with a range of learning pathways and opportunities beyond this
- Develop skills that will enable its pupils to be successful lifelong learners
- Help pupils feel valued as individuals, build positive relationships and develop a sense of responsibility towards others
 - Provide high quality teaching and extra support where needed
 - Ensure equality of opportunity for all pupils to participate in school activities
 - Keep pupils regularly informed as to their progress and set realistic targets for improvement
 - Deal promptly with any form of unacceptable behaviour that comes to our attention
 - Treat pupils as individuals and recognise that they have individual needs

For its parents/carers, the school will:

- Communicate regularly to inform parents/carers about their child's educational progress, attendance and welfare
- Keep parents informed of the activities of the school, particularly noting any changes to existing practices
- Actively seek the views of parents about how the school can improve

As a pupil I will

- Show respect to other pupils, staff, visitors and members of our local community
- Arrive promptly, regularly and with the appropriate equipment for work
- Wear full school uniform, smartly

- Uphold the schools Values through the 5Rs
- Not deliberately cause hurt or offend any member of the school community
- Complete all homework and schoolwork to the best of my ability and within the specified time including reading aloud to an adult.
- Take responsibility for reminding my parents about work to be completed
- Co-operate fully with any reasonable request made by an adult in school
- Inform someone with responsibility of any concerns I may have about myself or others
- Behave in a safe way that does not put mine or anyone else's health and safety at risk.
- Take good care of the school buildings, grounds and equipment including respecting the property of others.
 - Support the school's approach to online safety and not deliberately send messages, upload or add images, video, sounds or text that could upset or offend any member of the school community.
 - Refrain from uploading images of other pupils and members of staff.

As a parent I will:

- Work with the school to achieve its aims and reinforce its ethos
- Ensure my child attends regularly, on time, properly equipped and wearing correct school uniform
- Support school policies; especially the Behaviour Policy
- Notify the school on each day of my child's absence
- Inform the school of any circumstances which may affect my child's progress
- Attend regular parent consultation events to discuss my child's academic and social progress
- Support my child with their homework and other learning opportunities including listening to my child read aloud regularly
- Be supportive of our school in the local community
- Support the school's approach to online safety and not deliberately send messages, upload or add images, video, sounds or text that could upset or offend any member of the school community.
- Refrain from uploading images of pupils, other than my own child, and members of staff.