



Stanbridge Lower School

BEHAVIOUR, BULLYING AND HARRASSMENT **POLICY.**

Reviewed September 2018

1. RATIONALE

1.1 It is our belief that every child has the right to a calm environment in which to learn and play and all adults have a right to a calm environment in which to teach.

1.2 We believe all adults working at Stanbridge Lower School have a responsibility to set this expectation by being positive role models who help maintain the ethos of our school.

1.3 We believe there is no authoritative definition of bullying. However, it may be defined as systemic attacks resulting from a wilful, conscious desire to hurt, threaten, frighten or humiliate an individual or group of people.

1.4. The causes of bullying are manifold and complex.

1.5 The attacks may be physical, social, psychological or verbal and they can include harassment on grounds of race, gender, disability, religion, or physical or mental characteristics.

2. AIMS

2.1 To provide a safe, secure environment where all can develop without the threat of bullying or harassment.

2.2 To provide a Code of Conduct for all Stanbridge Lower School staff and children to follow ensuring the school is free of bullying or harassment.

2.3 To provide a known procedure for all staff and children to follow in dealing with anyone found bullying or harassing others

2.4 To provide an environment where everyone can learn, progress and achieve.

2. OUR EXPECTATIONS

1.1 We expect everyone to

- Care for each other throughout the day.
- Look friendly, be friendly and make visitors feel welcome.
- Show respect for each other.
- Respect our property and the property of others.
- Listen to each other and give time for others to talk.
- Show honesty.
- Believe in teamwork.
- Be polite.
- Have good manners, we share and take turns.
- Discuss situations, share our views, think and use words rather than actions when we are angry.

- Focus on positives and areas for improvement.
- Use quiet voices and only use a loud voice when it is appropriate to do so.

1.2 We also expect children to

- Wear their uniform at all times.
- To eat healthily and not to bring sweets to school.
- To leave toys and other special items at home
- To eat their lunch sensibly.

2. SYSTEMS OF REWARDS

2.1 We all believe Stanbridge Lower School should be a place where children and staff feel secure and confident. We believe in raising a child and adult's self esteem using positive, reflective behavioural strategies which encourage self analysis of behaviours, so encouraging the individual to change behaviours. We build on their successes in a positive environment where negative behaviour is addressed and actions put into place to support individuals in reaching their full potential. This helps to develop sensible, confident individuals who are more able and ready to take part in the world around them.

2.2 We use the following strategies for encouraging this.

- **Verbal praise and recognition:** This will be given to both individual pupils and whole classes as part of an ongoing process.
- **Positive written comments:** These should be entered directly on children's work when appropriate.
- **Stickers, stamps and smiley faces:** Are used to acknowledge success.
- **Stanbridge Star:** Each week an individual adult or child is nominated as being a good role model and Stanbridge citizen and wears the Stanbridge Star badge for one week and has their photograph on display in school for all to see and acknowledge their achievements, good work, kindness, good behaviour etc.
- **Team points:** Are used to recognise the successes and hard work of children around the school. Team points are a collective way of working together to achieve success in a child's school life.
- **Displayed work:** Pupil's work should be prominently and carefully displayed around the school. Displays should be mounted, signed and titled to show work is valued and appreciated.
- **Visits to the Head Teacher:** Children who have worked exceptionally hard should visit the Head Teacher to receive the necessary praise/reward promptly.
- **Celebration Assembly:** Recognition will be given to pupils for success of differing kinds each week in our Celebration Assemblies. Celebration Assemblies will also reflect the gifts and talents of our children.
- **Merit Certificates:** Are awarded to two pupils per year group each term chosen by the teaching staff in recognition of good progress and achievement.

- **Sending home work:** Pieces of work which have been highly commended by staff can be photocopied and sent home for parents to share in successes..
- **S.P.O.T. children:** Older children can be nominated by their class teacher for an area of special responsibility in school. These children are known as our SPOT pupils (super pupils on trust).

3. SYSTEM FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

3.1 Our behaviour system in place is designed to allow children space to think and reflect on their behaviour.

3.2 All classrooms have an area set aside for children to "think". This is known as a "thinking space". It can be used for children to sit and reflect on what has caused an outburst of inappropriate behaviour or for them to work in as they think and calm down.

3.3 The following procedure has been put into place for dealing with inappropriate behaviour around school:

Stage 1

1. Issue a warning, issue an unhappy face card, state behaviour expectation to child.
2. Issue a 2nd warning, and re-affirm behaviour expectation to child.
3. Send child to Senior Teacher, with work and unhappy face card.

Stage 2

1. Senior Teacher talks to child and sits child in "thinking space".
2. Re-affirms behaviour expectations.
3. Keeps child until calm and has reflected on behaviour.
4. Sends child back to own classroom.

Stage 3

1. Senior Teacher issues a 1st/2nd warning to child.
2. Sends child to Head Teacher.
3. Head Teacher records amount of times child sent to them. After 3 incidents refer case to parents.

Go straight to Stage 3, point 2 for serious incidents e.g. fighting, racial abuse, swearing etc.

Please note:

- In between warnings always give the child time to reflect on their behaviour.
- Encourage the child to be able to turn the unhappy face into a smiley happy face.
- Prepare a "thinking space" (a place for a child to sit, work and think) in your classroom.
- Playtimes: Follow the same procedure. After two warnings give child "thinking space" by walking round with the person on duty.

3.4 Any serious incidents will be recorded in the Head Teacher's behaviour log, kept in the Head Teacher's Office. Any child involved in an incident will have a

comment recorded there. The file is accessible by all adults who work in the school.

- 3.5 At Stanbridge Lower School all children and parents sign and return a Home, School Agreement on admission. These documents are kept in the Head Teacher's office and are renewed and reinforced in a series of assemblies every two years.

4. SANCTIONS WHICH COULD BE APPLIED

4.1 Should any Stanbridge Lower child display behaviour which affects the basic rights of others in the school, the following sanctions may be taken depending on the seriousness of the offence and the number of times it has been committed.

1. Verbal reprimand and/or exclusion from the playground for part or the duration of playtime.
2. Longer periods of exclusion from playtime.
3. Total exclusion from all plays during a week/ or part of a week. At this stage if deemed necessary parents of the offending child will be informed and also invited to discuss the situation.
4. Where anti-social behaviour persists the Head Teacher will consult with parents and a plan will be devised to attempt to remedy the situation. Further more significant sanctions will be discussed and options broached. E.g. Behaviour Focus Days.
5. In extreme and serious circumstances the Head Teacher may exercise the right of exclusion. These may be
 - lunch time or internal fixed term exclusions
 - a fixed term exclusion over a period of school sessions
 - permanent exclusion will be considered for very one off serious offences or continuous bad behaviour
6. Statutory procedures will then be implemented and the Chair of the Governing Body will be informed.

5. SYSTEMS FOR DEALING WITH BULLYING

5.1 Bullying or harassment will not be tolerated at Stanbridge Lower School. All incidents will be dealt with promptly and taken very seriously. Any evidence pointing towards bullying will be acted upon promptly. All incidents of bullying and harassment will be reported to the Head Teacher and recorded in the school's Behaviour Log. Parents will be informed of all incidents which are considered to be bullying or harassment.

5.2 Individual low level, apparently one off incidents which might reveal a pattern of bullying or harassment over a longer period of time will be monitored and recorded. Parents will be informed if the one off incidents are targeted towards an individual which might suggest bullying or harassment.

5.3 Victims of bullying will be supported on a 1-1 basis through discussions, 1-1 counselling.

5.4 The child doing the bullying will receive support and help to deal with and understand why bullying is wrong.

5.5 All children involved will be counselled. Parents of both the bully and the victim will be informed. All staff will be informed and all pupils involved will be monitored.

5.6 All Stanbridge Lower School staff will be positive role models to children, leading by example.

5.7 Assemblies and the P.S.H.C.E curriculum will be used to discuss incidents of bullying and harassment to raise understanding about procedures for dealing with this, supporting offenders and victims, and discussing consequences of actions.

5.8 Initially incidents will be dealt with by the member of staff who witnesses it. Notes will be taken by the member of staff and then forwarded to the Head Teacher who will investigate the incident further.

6. MALICIOUS ALLEGATIONS AGAINST STAFF

6.1 If malicious allegations are made against staff the rules in section 4 will be applied at the discretion of the Head Teacher or if made against the Head Teacher, the Chair of Governors, depending of the seriousness of the malicious allegation.

7. CONFISCATION OF PUPIL'S PROPERTY/THE RIGHT TO SEARCH

7.1. The Head Teacher has delegated the power to confiscate the property of pupils if learning is being disrupted or the safety of the pupil or other pupils is put at risk to all teachers at Stanbridge Lower School and the Family Liaison Officer.

7.2 The Head Teacher has delegated the power to search pupils if learning is being disrupted, a pupil is highly suspected of stealing or the safety of the pupil or other pupils is put at risk, to all teachers at Stanbridge Lower School and the Family Liaison Officer.

7.3 All incidents where the property of pupils has been confiscated will be reported to the Head Teacher, or in the absence of the Head Teacher, the Senior Teacher.

7.4 All confiscated property will be placed in a secure place for safe keeping and returned to the pupil or their parent at the end of the school day or as soon as possible.

7.5 Any weapons or knives must be handed over to the police and the parents informed.

8. SERIOUS ASSAULT AGAINST AN ADULT OR A CHILD

8.1 In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, the Head Teacher will apply the rules set out in part 4.5 of this policy. Any serious breaches could result in the pupil being permanently excluded.

9. REVIEW PROCEDURES

The school's policy will be reviewed:

- When 2 years have elapsed.
- If there has been a significant change in the staff or pupils at Stanbridge Lower School.
- In the light of new Government initiatives.

**Rosemary Godwin
Head Teacher
September 2018**

This policy has been read, discussed and its implementation agreed by teaching/support staff and dinnertime staff and the site agent.

This policy was ratified by the full governing body.

Date of Meeting:

Signed Chair of Governors.