

Manorcroft Primary School

Policy for Behaviour Management and Anti – Bullying

Policy Owner	N. Belbin / E. Bell	Origin	
Date Review completed	September, 2017		
SLT Sign Off	Name	Signature	Date

Governor Sign Off	Name	Signature	Date
Approved	Committee		Date

Next Review	September, 2018
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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.

Introduction

At Manorcroft School we regard this Policy as vital in ensuring the welfare of all our pupils, in eliminating any forms of bullying and discrimination and in promoting our values of equality, respect, fairness and inclusion across our school community. We recognise and welcome our duties and responsibilities under the guidance provided by the Education and Inspections Act 2006.

Aims

The aim of the policy is to outline for all members of our school community a range of strategies that promote positive pupil behaviour and create a secure and happy learning environment for all.

We aim to:

- Develop understanding of acceptable behaviour, agreed school rules and consequences relating to both acceptable and unacceptable behaviour.
- Develop self-discipline and appropriate regard for authority.
- Promote respect and tolerance for others in order to develop understanding of differences and prevent all forms of bullying and discrimination.
- Develop pupils through the SEAL and PSHCE programme with essential social skills necessary to manage behaviour effectively and to interact positively with their peers.

Key Objectives

In order to achieve our aims we

- Ensure that our whole school community is involved with the SEAL/PSHCE programme in teaching the social and emotional aspects of learning.
- Provide a range of programmes, strategies and incentives throughout school to encourage positive behaviour.
- Promote positive behaviour by recognising, praising and rewarding good standards of behaviour.
- Recognise the specific needs of our vulnerable pupils and provide appropriate Behaviour and Pastoral Support which addresses the needs of those pupils and possible causes of poor behaviour.
- Use the Manorcroft Golden Awards behaviour system to communicate expectations, provide incentives, reward good behaviour and demonstrate the consequences of poor behaviour.
- Develop positive working partnership with parents ensuring they understand the Manorcroft School Behaviour Programme and are informed about their individual child's progress in relation to behaviour.
- Provide Pastoral and Behaviour support within the school community.
- Where a pupil is presenting with behavioural difficulties, engaging with parents to support the needs of their child.

Approaches to promoting good behaviour

At Manorcroft School we consider positive behaviour strategies and rewards as essential in motivating students and promoting acceptable behaviour. Our standardised whole school Behaviour Management System underpins this philosophy and approach to establishing and maintaining high standards of behaviour across the school. Good and improving pupil behaviour are rewarded consistently.

Our positive behaviour management strategies include:

- Clearly communicating and teaching expectations in relation to acceptable and respectful behaviour
- Teaching pupils the agreed school and class rules and reinforcing them on a regular basis throughout the whole school
- Teaching pupils how to make sensible choices and accept the consequences of their choices.
- Consistent use of Positive Behaviour Management strategies included in the school's Behaviour Management Procedures (Refer to the School Website) and Staff Training Documents.
- Consistent use of de-escalating strategies and strategies preventing poor behaviour (As included in Staff Training documents)
- Consistent and continuous use of the behaviour system to reward positive behaviour with Golden Time, Platinum Points and Gold Leaves where pupils also receive a Wrist Band for a week of privileges and a letter of Excellence home to parents.
- Many and varied reasons for awarding Platinum Points to allow for improvement in behaviour as well as encouraging continuous high standards of behaviour, effort and attitude.
- Keeping behaviour records of all pupils to provide information regarding their behaviour performance.
- Whole school weekly celebration of good and outstanding behaviour through Golden Assemblies.
- The awarding of SEAL certificates for achieving SEAL targets, related to social skills, good behaviour and strong morals.
- The awarding of House Points as an incentive for all areas of good behaviour, attitude and achievement.

Approaches to managing unacceptable and inappropriate behaviour

Whilst for the vast majority of pupils our positive behaviour management strategies will support them in maintaining acceptable behaviour, we also recognise that we have the responsibility to provide consequences and support for pupils who fail to follow agreed rules or adult instructions.

Our Golden Awards Behaviour Chart clearly states what constitutes poor conduct and the related consequences. The system offers a graduated approach to sanctions used in response to different types of behaviour (Refer to Behaviour Management procedures). The sanctions outlined are reasonable and proportionate to the individual circumstances of each case. Individual needs and circumstances will always be taken into account when deciding the appropriate sanction.

Our approaches to managing inappropriate behaviour include:

- For minor behaviour issues, a warning and a choice will be given followed by a loss of Golden Time- level 1 consequence.
- For continuous unacceptable behaviour or a more serious incident, a pupil will miss some playtime and complete an incident report- level 2 consequence.
- For serious misbehaviour the pupil will be seen by the Head or Deputy Headteacher and the Pastoral and Behaviour Manager. Parents will be informed and strategies for improving the behaviour will be implemented. These might include supervised play and attending the lunch time H.A.T.S Club (Helping All To Succeed) established to help pupils develop their social skills and improve their behaviour.

For continuous unacceptable behaviour, Manorcroft strategies include: involvement with parents, involvement of the Pastoral and Behaviour Manager, 1-1 discussions with pupils to establish possible causes, emotional/social support, anger management, individual behaviour charts, pastoral support plans and possible involvement of outside agencies.

- **For further information on the School's Behaviour Management, Pastoral Care and PSHCE procedures please refer to the relevant documents which can be found on the Manorcroft website.**
- **All Behaviour Management Information, including strategies to Promote Positive Behaviour, Behaviour Management techniques, de-escalation and other related procedures is included in the Documentation for Staff Training.**

Approaches to the use of force

For full details and information refer to the **Manorcroft Policy on Touch and the use of Restrictive Intervention for all Staff working with Children and Young People**. This Policy is consistent with the Surrey Model Policy for this area.

The attached document summarises and clarifies '**The use of Restrictive Physical Interventions**', written by Stephen Norwood (Local Authority Specialist Teacher for Behaviour Support).

Caring Touch Approach

As outlined in the above policy, Manorcroft School has an ethos of Caring Touch when appropriate. When adopting the Caring Touch approach, staff are sensitive to and respectful of pupils' feelings and wishes regarding touch and personal space. Additionally, careful consideration is always given to pupils' age special needs or medical conditions.

Anti-Bullying

At Manorcroft, we define bullying as a deliberate behaviour by an individual or a group, usually repeated over time, intended to cause either emotional or physical distress, alongside a power imbalance that makes it hard for the victim to defend themselves.

At Manorcroft, the whole school community work hard to create a happy, caring and safe learning environment. We also believe that our pupils should be able to travel to and from school in safety. Bullying in any form is not tolerated and the school always supports pupils to prevent harm. It is therefore everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents swiftly and effectively.

Bullying behaviours can include:

- Physical – hitting, kicking, pushing, stealing or damaging ones property
- Verbal – offensive remarks, name calling, mocking, threats, insults, taunting
- Indirect - spreading nasty stories, excluding individuals, inappropriate and offensive text messaging, including sexting, emailing, sending offensive or degrading images by phone or via the internet or any other forms of cyber bullying.
- Producing offensive graffiti.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or accessories.

Specific types of bullying can include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying related to sexual orientation
- Bullying of young carers or looked after children
- Sexist or sexual bullying

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups,
- certain groups of vulnerable pupils as above

Signs of bullying

We are aware that some pupils may be reluctant to report bullying for several reasons which might include fear of repeat harm, concern that nothing can be done, concerns about being believed or the feeling that it is something within them that is at fault.

The Staff at Manorcroft are trained to recognise possible signs of bullying or anxieties in pupils. Staff are alerted by any of the following signs:

- Physical - which might include unexplained bruises or cuts, damaged clothes, loss of appetite, stomach aches or headaches.
- Emotional - which might include loss of motivation and interest in school, lack of confidence, being withdrawn and secretive, unusual changes to behaviour- unexpected temper, defiance, tearfulness, high level of anxiety, signs of depression.
- Behavioural - which might include truancy, mood swings, concentration difficulties.

School staff recognise that pupils with additional needs such as learning disabilities or communication difficulties are particularly vulnerable either because of their inability to communicate their concerns or because of their difficulty to understand that they are victims of bullying. Pupils with physical disabilities, pupils with little or no English or pupils from some minority groups can also be at a higher risk of discrimination or bullying.

We are therefore particularly vigilant with regard to the most vulnerable groups of pupils.

Reporting and responding to bullying

Bullying should be brought to the attention of the relevant class teachers by a fellow member of staff, the victims, their friends, pupil's parents or other interested individuals. At curriculum meetings and parent' forums, parents are always encouraged to express their concerns, including those relating to bullying.

Manorcroft pupils are aware of how to report and how to get help and from whom, if they are concerned that their friends are bullied or if they are themselves victims of bullying. **Manorcroft school has a 'Help Card' system** available in all classrooms, the lunch hall, in the HATS room and all around school for pupils to confidentially report any concerns they have about inappropriate behaviour or bullying towards themselves or others. All concerns and incidents are referred to an identified and trained member of staff (Head teacher, Deputy Head, Assistant Head, SENCO or Pastoral and Behaviour Manager) who will record and deal urgently and sensitively with any such concerns.

Pupils are regularly reminded in assemblies and PSHCE lessons of the need to report bullying, the procedures for reporting and **The Help Card system**

When dealing with an incident the following procedures will be applied:

- Pupils involved (including bystanders) are given an opportunity to give account of what happened and to participate in discussion
- Incidents are investigated and shared with the Pastoral and Behaviour Manager and when possible signed by pupils involved. The Pastoral and Behaviour Manager will have overall responsibility for overseeing and maintaining records of the situation in consultation with the Head teacher or the Deputy Head.
- When necessary, sanctions are applied following the school Behaviour Policy. Care is taken to ensure that sanctions are fair, proportionate and take account of SEN, disability and vulnerability of pupils involved
- Parents of both parties are informed and where necessary take part in discussion and creation of strategies and/or support plans for the individuals involved
- The intervention includes opportunities for regular monitoring of the actions taken to assess their success and provide further intervention if necessary. Follow up will include keeping in touch with all parties involved
- If appropriate sanctions fail to resolve the bullying problem, temporary or permanent exclusion might be considered by the Headteacher supported by governors.
- A central record of bullying/reported bullying and follow ups will be maintained by Pastoral and Behaviour Manager.

Prevention and reduction of bullying

The values and ethos of Manorcroft School are at the heart of our approach to preventing and reducing incidents of bullying. All members of staff and all pupils are responsible for being good role models, for maintaining positive and respectful relationships and for promoting a safe and enjoyable learning environment.

A number of strategies are used across the school to help us create an environment where any form of bullying or violence is not tolerated:

- Effective standardised Positive Behaviour Management system providing clear, consistent rules and expectations with clear sanctions and rewards (refer to section on Behaviour Policy)
- Rich and varied curriculum delivered through high quality teaching which provides frequent opportunities for raising awareness of a number of issues that can relate to bullying, for example race, religion, culture, disability
- SEAL programme implemented across the school to teach effective social skills
- Assemblies to promote the current SEAL topic with competitions and evidence of learning
- SEAL certificates issued to many pupils each term who have achieved one of the school focus topics relating to morals and values

- HATS 'Helping All To Succeed'- a lunch time club organised by the Pastoral and Behaviour Manager and trained individuals to supervise vulnerable pupils and teach relevant Social Skills encouraging and promoting positive interaction and reflection.
- Behaviour Specialist (Pastoral and Behaviour Manager) who trains staff in school and throughout the NRLP on Positive and effective Behaviour Management strategies.
- Behaviour Specialist (Pastoral and Behaviour Manager) to support any pupils with behaviour or emotional difficulties
- House Point system to encourage and motivate pupils to behave and develop strong morals and attitudes
- School Council for pupil voice, ideas and feedback.
- Mentoring schemes- e.g. Prefects System
- 'Picnic Club' SEN Lunch time groups at KS1 and KS2 to teach and promote positive behaviour and interaction.
- Rich and stimulating outdoor environment with a wide range of activities and opportunities to encourage effective interaction and positive play (playground zones created to avoid potential hotspots). Reflection area provides quiet and enriching activities to engage and offer opportunities for friendships, time out and reflection. Pupils and adults regularly trained and reminded of use.
- Effective links with larger local community to promote better understanding, tolerance and to encourage active citizenship.
- Citizenship Week
- Annual E-safety week.
- Say No to Bullying week.
- Annual Differences focus organised by SENCO/Pastoral and Behaviour Manager
- Regular wide ranging staff training opportunities.
- The employment of a Pastoral and Behaviour Manager who will provide training, monitoring and support of all the above.

Regard for needs of individual pupils

- This Behaviour and Anti Bullying Policy recognises the specific duties of all staff in relation to pupils with SEN and disabilities as outlined in the SEND Code of Practice 2014.
- Reasonable adjustments are made when applying the policy to SEN and disabled pupils.
- Appropriate provision is implemented for pupils identified as being at risk.
- We ensure that application of the Behaviour and Anti Bullying Policy does not discriminate against pupils on grounds of race, religion and culture.
- We ensure that due regard is given to cultural and religious needs of pupils in relation to uniform and appearance (refer to School Uniform Policy).

Links with other Policies and documents

- Safeguarding Policy
- SEND Inclusion Gender Policy
- Equalities Policy
- PSHCE and Citizenship Policy
- Complaints Policy
- Staff Code of Conduct and confidentiality
- Behaviour Management Staff Training documents
- Touch and the use of restrictive physical intervention for all staff working with children and young people.
- Code of Conduct for Volunteers
- E-Safety policy

Rights and responsibilities

School's	
Responsibilities	Rights
<ul style="list-style-type: none"> • To ensure that all members of the school community- staff, parents and pupils are familiar with the principles and approaches included in this Policy • To ensure that details of the Behaviour Policy and related procedures are available on the Manorcroft website. • To create a safe, secure and stimulating learning environment for all pupils and to promote a climate where bullying is not tolerated. • To promote and maintain acceptable conduct across the school through the use of positive behaviour management strategies. • To discipline pupils who fail to follow agreed rules of behaviour • To ensure that all staff model good behaviour and always treat pupils with respect and fairness • To ensure that all staff receive necessary training on behaviour management strategies, disciplinary actions, use of force and anti bullying • To ensure parents/carers are engaged and supported in maintaining positive behaviour of their pupils • To ensure that parental concerns and complaints about bullying are taken seriously, investigated and resolved swiftly and in accordance with the school's Complaints Policy and Procedures. • To ensure that incidents of bullying or discrimination are recorded • To ensure that staff take into account the specific needs of vulnerable pupils i.e. SEN, EAL, disabilities when dealing with difficult behaviour 	<ul style="list-style-type: none"> • To enforce their Behaviour, Physical Intervention and Anti-Bullying Policy including rules and disciplinary measures • To expect co-operation from pupils and parents/carers in maintaining acceptable standards of behaviour across the school • For all members of staff to be treated with respect by pupils, parents and colleagues • For all members of teaching staff to be able to teach without unnecessary disruption or interruption

Pupils'	
Responsibilities	Rights
<ul style="list-style-type: none"> • To follow all the rules and accept the consequences outlined in this policy • To always treat fellow pupils and staff with respect • To follow reasonable instructions given by school staff • To treat school property and environment with care and consideration • Not to bring in items that are inappropriate to school • To co-operate with the strategies and arrangements put in place to support their behaviour • To ensure that the positive image of the school is maintained when outside of school premises 	<ul style="list-style-type: none"> • To be always treated with consideration and respect by all school members • To be made fully aware of the expectations and procedures in relation to their conduct • To feel safe • To be able to learn to the best of their ability in an environment that is safe and free from disruption • To know how to report incidents of bullying and discrimination and how to get help • To be heard and to expect that the school will deal appropriately with any incidents of bullying, violence, discrimination or harassment • To feel confident that they are supported in rebuilding their confidence and feeling safe

Parents'	
Responsibilities	Rights
<ul style="list-style-type: none"> • To respect the school's Behaviour, Physical Intervention and Anti-Bullying Policy and support the school in implementing it • To support their children in maintaining the positive behaviour by reinforcing the rules of acceptable behaviour and ensuring that these are consistent with the school rules • To ensure that their children get to school on time and that the children are suitably rested and dressed • To inform the school about any specific needs of their children or personal circumstances that might impact on the behaviour of their child • To adhere to the terms of the Parent Partnership Agreement • To attend meetings requested by school staff to discuss their child's behaviour and to support the school in implementing agreed strategies to improve the conduct. • To support the behaviour of their children to and from school. 	<ul style="list-style-type: none"> • To expect that their children are treated fairly and with respect • To expect that their children learn in a safe and secure environment • To expect to be informed by school of any concerns and difficulties relating to their children' behaviour • To be clear that the school does not tolerate bullying, to know how to report concerns and to be confident that the school will take concerns and complaints about bullying seriously.

Reviewing and communicating the Behaviour Management, and Anti-Bullying Policy

It is the responsibility of our Governing Body to monitor the effectiveness of this policy. The governing body does this by:

- Ensuring that the key principles and approaches outlined in the policy are followed by the school
- Ensuring that the policy reflects the new guidance provided by the Education and Inspections Act 2006 and any other new legislation
- Ensuring that the policy is reviewed annually to determine whether measures included in the policy promote discipline and good standard of behaviour
- Ensuring that the policy takes account of pupils' individual needs having particular regard for race, religion, SEN and disability.

It is the responsibility of our Headteacher to bring our Behaviour and Anti Bullying Policy to the attention of staff, pupils and parents. The Headteacher does this by:

- Consulting staff in creating and reviewing the policy, the school's behaviour management programme and approaches.
- Ensuring that pupils through their class discussions, School Council and Year 6 exit interviews are involved in contributing to the development of class rules, the Behaviour Management System and incentives, the SEAL/PSHCE programme and the whole school code of conduct.
- Ensuring that parent representative groups - parent governors are consulted about the policy.
- Ensuring that this Policy is available to all parents on request.

This policy will be reviewed and updated annually. The policy review will be linked to the SDP, working towards a more inclusive ethos across the school community.