

# Stanford Junior and Infant School



## BEHAVIOUR, ANTI-BULLYING AND ATTENDANCE POLICY

*“Living Together,  
Learning Together”*

Adopted by Governors – July 2017  
Review due – July 2019

**High standards of personal behaviour, social responsibility and academic achievement are expected at Stanford School.**

**This is achieved through a three tier system, as follows:**

a) **CODE OF CONDUCT** - The children need to know what is expected of them.

The code of conduct has been drawn up by the school council and should be clearly displayed (A3 size) in every classroom and constantly referred to. This code is known as the

**STANFORD SUPER SIX:**

1. To take turns when speaking and always listen to others
2. To keep ourselves and others safe
3. To look after property and others' belongings
4. To use kind hands and feet
5. To treat others as you would expect them to treat you
6. To be honest and tell the truth

b) **POSITIVE CONSEQUENCES** - The children are rewarded for behaving appropriately.

c) **NEGATIVE CONSEQUENCES** - Inappropriate behaviour is dealt with calmly and quietly using previously agreed criteria.

### **REWARDS (POSITIVE CONSEQUENCES)**

The greatest reward a child can have is verbal praise and recognition from their teachers and parents. Children should know what is expected of them and, therefore, this praise should be specific, e.g. "Well done, I really like the way you waited patiently while I was talking."

Children can be rewarded in a variety of other ways:

- Celebration of children's work verbally and through displays
- Special privileges/responsibilities eg Lunchtime monitors
- Reward stickers
- Positive messages to parents: texts, phone calls or face to face

Each pupil is a member of a school team, which works like a family group. The members work together to raise achievement. Teams challenge each other in competitions e.g. hockey and football.

The teams:                   Stanford - Blue  
                                     Whitgift - Red  
                                     Knight - Yellow  
                                     Field - Green

Team points will be awarded for academic achievement and for following the code of conduct, e.g. courtesy, kindness and responsibility. When a child receives a team point, he/she is given a coloured counter which will be placed in a transparent container which corresponds to their team colour. Each week, the number of counters in the containers will be counted with the class to ascertain which team is in the lead. In this way, each child will contribute towards his team award. At the end of each term, the winning team will be awarded the Team Cup.

### **REWARDS FOR GOOD BEHAVIOUR**

Children will be rewarded for their outstanding behaviour with a Stanford Super Activity half day at the end of each half-term. The children will be able to choose from different activities run by the teachers, parents, governors or children. These may include sports, musical, craft or baking, as well as a variety of other activities.

However, if a child does not follow the Stanford Six, time will be deducted from the activity, (they will sit with the Learning Mentor) as follows:

Orange Card=5 minutes

Red Card=10 minutes

Teachers should keep a record of this.

Teachers should also have a reward system for more immediate individual rewards, to suit the age group that they teach. This may be a system using stars or stickers.

### **REWARDS FOR CONDUCT AROUND SCHOOL**

All Staff will have "Polite Points" to be given out to individual children during the week for "Outstanding Behaviour" around school. The system will work like a raffle, where each child who receives a "Polite Point" will be entered into a prize draw which will take place in Friday Assembly. Up to 3 children a week will be drawn out the raffle and they will be able to choose from a selection of prizes e.g. rubbers, rulers, pencils, etc.

### **NEGATIVE CONSEQUENCES**

Disruptive behaviour should be dealt with calmly and quietly. Children need to know that we care enough to let them know that their behaviour is not acceptable. Therefore, they also need to know the consequences for behaving in an unacceptable manner.

These negative consequences:

- Are a choice the child has made
- Require support by the whole school community
- Do not have to be severe to be effective
- Follow a clear structure agreed by all staff

Each member of staff will have three coloured cards:

**Pink (for think), Amber and Red**

### **PINK**

If a child breaks one of the 'Stanford Super Six' rules, they will be given a pink card and told, "..... (name), this is your reminder to make the right choice".

If the child continues to make the right choices throughout the remainder of the lesson, the card will be taken back and no further consequences applied.

### **AMBER**

If the child continues to make the wrong choices, they will be given an amber card and told, "..... (name) you were asked to make the right choice, but have not done so. At playtime you will go to The Pod to see Mr Hawkins and complete a Reflection Sheet to think about the choices you have made."

The Reflection Sheets will be kept on file and monitored through the year. If a child receives 3 Reflection Sheets in a week they will be copied and sent home to parents. Parents will be asked to sign and return a sheet to acknowledge receipt of the sheets. Parents will be able to make comments on the reply slip should they wish.

### **RED**

If the wrong choices continue to be made, the child will receive a red card and sent, with their work, to a partner teacher. The child will be told 'You have made the choice to leave the classroom to reflect on your behaviour and the choices you've made". They will then sit for 5 minutes in the partner teacher's classroom, using the 5 minute timer. A message will be placed on the wall at the place they sit to encourage reflection. As follows:

"Think!"

Once the timer has finished they should return to their classroom of their own accord, thus taking responsibility for their own behaviour.

If the child reaches the third warning, and receives a red card, the Teacher or TA will supervise the child in phoning their parent to explain their behaviour to the parent/carer on that day.

### **LEARNING MENTOR & DEPUTY HEAD**

The Learning Mentor's role is to support behaviour and emotional issues and will work in partnership with staff and parents. The Learning Mentor and Deputy Head should be informed of any incidents of Amber and Red cards. This will allow them to ensure that the appropriate steps are followed and the required records completed.

### **FURTHER CONSEQUENCES**

If a child makes behaviour choices resulting in three separate sessions in one half-term, whereby they have to leave the classroom, the Learning Mentor will contact parents/carers for an immediate meeting in order to discuss a behaviour plan to support the pupil in making appropriate behaviour choices. This meeting and any further follow-up intervention will also involve the Learning Mentor and/or a member of the SLT.

Frequent unacceptable behaviour will result in further discussion with parents and/or other agencies, and a formal individual pastoral support plan will be introduced.

In the case of severely disruptive or aggressive behaviour, pink and amber consequences should be omitted and the child sent immediately to the Learning Mentor or a member of the SLT

**In cases of extreme behaviour or persistent behaviour issues the Headteacher may exclude a child for a fixed term and, ultimately, permanently.**

### **CARE, CONTROL AND RESTRAINT**

In the unlikely event of a child exhibiting violent or disturbed behaviour staff at Stanford Junior and Infant are asked to:

1. Send for help immediately - a second adult can often help to calm the situation or act as a witness to the incident.
2. Let it be known that you have sent for another member of staff.
3. Consider the safety and wellbeing of other children in the class.
4. Stay as calm as possible.
5. Make every attempt to diffuse the situation.
6. As a last resort use the minimum amount of physical control necessary to:
7. avert danger or risk to the child or another individual prevent serious damage to property.

Refer to Care, Control and Restraint Policy for further details.

### **PLAYGROUND CONDUCT**

It is our policy that 'Playtime' and 'Lunchtime break' should be fun for everyone. Any physical aggression is deemed as unacceptable.

The Behaviour Policy, as above, should be followed consistently.

If an **amber card** is issued the child should be asked to stand out quietly to think about their behaviour for 5 minutes. They should then complete a Reflection Sheet at the next available morning playtime.

If a red card is issued the child should be sent in and he/she should miss their next playtime to consider their behaviour choices. The Learning Mentor will also supervise the child in phoning their parents/carer to explain their behaviour. The Learning Mentor will keep a log of playground incidents.

### **LUNCHTIME CONDUCT**

The Behaviour Policy should be followed in the same way at lunchtime as at any other time.

Outdoor activities will be organised and run by the lunchtime supervisors (parachute, ball games, skipping, circle games etc) or children may choose to play independently. A rota has been set up for lunchtime supervisors to supervise the activities. Year 6 children will be encouraged to help run these activities.

### **CORRIDOR CONDUCT**

Children should always walk around school. If they run they should be reminded that they are not following the Stanford Super Six, i.e. "Keeping ourselves and others safe" and sent back to walk. They should then be thanked for doing this.

### **ASSEMBLY CONDUCT**

The Stanford Six should be clearly displayed in the hall and referred to as necessary.

All staff in the hall should watch the children and quietly issue a pink card if needed, thus supporting the Assembly leader.

If issued with an amber card the child should sit out, behind the other children and facing the wall. **After five minutes the child should be asked to return to sit with their class.** They should also complete a Reflection Sheet at the next available morning playtime.

If a child continues to be disruptive a member of staff should issue a red card and take the child out to sit in silence in a classroom.

Staff should avoid talking to each other in assembly so as to set a good example to the children.

Children are expected to walk into the hall silently, in single file and in an orderly manner. If this doesn't happen, they should go back to the classroom and come into the hall again. They should sit down and quietly listen to the music until Assembly begins. Children should leave the hall silently according to the Leaders instructions.

### **ANTI- BULLYING STATEMENT**

Bullying is a very emotive word and it must be noted that all incidents of aggression are not bullying (Please see below). Although, through our Behaviour Policy, we work hard to ensure bullying does not happen, we must be realistic and realise that we may at any time be confronted with bullying in some form or another.

A clear aim of Stanford Junior & Infant School is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including governors, teaching and nonteaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on Behaviour, Anti-Bullying & Attendance: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

## AIMS & OBJECTIVES

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim to ensure that all children know what we mean by bullying, the impact it can have upon a person and strategies to deal with any incidents.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying.

## WHAT DO WE MEAN BY BULLYING?

Bullying is the persistent use of aggression with the intention of hurting another person. It results in pain or distress to the victim who has in no way provoked the bullying. Bullying can be:

- Physical - pushing, kicking, punching, hitting or any use or threatened use of physical violence.
- Verbal - name-calling, sarcasm, teasing or saying hurtful things.
- Emotional - excluding, being deliberately unfriendly, tormenting or teasing.
- Menacing - demanding items, possessions, etc.
- Discriminatory Harassment - this may include any of the above-mentioned behaviours but have a particular motive e.g. racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability.  
**(N.B. All racist or sim incidents must be reported to a senior member of staff)**
- Cyber bullying - internet and mobile phones

Bullying may also involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security and can be psychologically damaging. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a lifelong negative impact on some young people's lives.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. All pupils deserve the opportunity to be helper to understand what acceptable behaviour is. Pupils are educated

through PSHE, assemblies, and the support of the Learning Mentor to raise awareness, with discussions of differences between people and the importance of avoiding prejudice. There are criminal laws that apply to harassment, assault and threatening behaviour. If staff feel that an offence may have been committed they should seek assistance from the SLT who will take necessary action where required.

### **THE ROLE OF THE HEADTEACHER & SLT**

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Senior Leaders, along with the Learning mentor and staff ensure that everyone knows the meaning of bullying and how to deal with any incidents. Assemblies may be used to reinforce the no - tolerance policy towards bullying.

The headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

### **THE ROLE OF THE TEACHER AND SUPPORT STAFF**

The staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. Staff should always be vigilant and ready to intervene where they suspect cases of bullying. The Headteacher or a member of the Leadership Team must be informed. Parents are advised to inform the school if they suspect any bullying. The school will act appropriately on such information. This may involve speaking to the children involved and issuing appropriate sanctions. This should include the perpetrator apologising to the victim and if appropriate doing something positive for that person. This could be drawing a picture or writing a letter for the victim. Parents are then advised to contact the school again if the problem persists in order that further action can be taken. Teachers are also informed of the incident in order that they may be extra vigilant. **(A log must be kept of all meetings with parents)**

Teachers keep their own records of incidents that happen in their class, and will report any that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher or member of the Senior Leadership Team. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, the child's parents will be informed and strategies put in place to resolve the problem.

When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for both the victim of the bullying, and for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to



change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher, Behaviour Lead and Learning Mentor. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, external support agencies may be consulted.

### **THE ROLE OF GOVERNORS**

The governing body supports the headteacher in all attempts to keep bullying away from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

### **THE ROLE OF PARENTS**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Support will be arranged and the situation monitored closely.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### **THE ROLE OF PUPILS**

The children at our school are told not to retaliate if another child is annoying or hurting them. Their first reaction should be to tell the offender "Stop it, I don't like it. Please don't do it again." If this does not stop the problem the children are encouraged to report any incidents of bullying to anybody they trust as soon as they can. The matter is dealt with as soon as possible. Records of incidents are kept. If the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues at the Pupil Voice Meetings.

### **MONITORING AND REVIEW**

Anti-bullying issues are monitored on a day-to-day basis by the head teacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this through discussion with the headteacher.

### **SCHOOL UNIFORM**

As we expect high standards of achievement and behaviour in our school, this is reflected in our uniform. The Governors, expect all children to wear full school uniform. The Teachers and Learning Mentor are responsible for monitoring adherence to the school uniform policy, approaching parents in a supportive way. Any recurring problems with adherence will be reported to the Headteacher and a letter sent out to the parents.

## **ATTENDANCE AND PUNCTUALITY**

It is very important that children attend school regularly in order to reach their full potential. It is a parent's responsibility to ensure their child regularly attends school.

### **ABSENCES**

Parents should inform school on the first day of their child's absence by telephone by 10.00am. Failure to do so results in a telephone call or text message from the office, and may result in the absence being unauthorised, if we cannot contact the parent. The parent should also state how long they anticipate their child will be absent.

Where a pupil is developing a pattern of occasional absences or "lates", the parent may be contacted to discuss this. Where attendance continues to cause concern, parents will be notified by letter and meetings arranged to support improved attendance.

The Education Welfare Service also monitor absences on a regular basis and will address any irregularities with pupils' attendance. If there is no improvement in the child's attendance, the fast track system may be implemented. This begins with parents attending a School Attendance Panel meeting. Targets will be set for the following month and if these are not achieved parents will be requested to attend a Local Authority Panel meeting. If their attendance still does not improve this could result in a court appearance and a fine.

### **APPOINTMENTS**

If a child has a medical appointment (e.g. dentist, doctor, hospital etc) in school time, the school requires evidence to authorise this absence. Therefore, an appointment card should be provided by the parents and copied by the school for the child's file. Failure to do this will result in the absence being unauthorised.

### **LATENESS**

It is also important that children arrive at school on time. This is because they need to share in the first few minutes of social interaction with their friends and begin their lessons promptly. Five minutes late each day soon adds up to a significant amount of missed education!

Children who arrive between 9.00 - 9.15am are classed as late. Children arriving late after 9.15am are classed as an unauthorised absence except in exceptional circumstances. Lateness is recorded on the child's permanent record which follows throughout their school life and is monitored by the Admin Officer and the Learning Mentor. If a child is regularly late the Learning Mentors will contact the parent to discuss this and offer support.

### **LEAVE OF ABSENCE**

From September 2013, amendments to the 2006 regulations make clear that Headteachers may not grant any leave of absence during term-time, unless there are exceptional circumstances. Family holidays do not fall into this category.

Any requests for leave must be made in writing by the parents in advance, as the Department for Education (DfE) has told schools that they cannot authorise any absences **after** they have been taken. This letter should detail the reason why the request is being made. An appointment may then be arranged for an interview with the Headteacher and permission will only be authorised in exceptional circumstances, at the discretion of the Headteacher. Penalty notices will be issued to each child and each parent by the Local Authority when leave is not authorised.

## **REWARDS**

We reward good attendance in the following way:

### **Weekly:**

The class with the best Attendance is awarded a trophy at Friday's Celebration Assembly.

### **Termly:**

Parents are invited to an attendance assembly to celebrate their child's 100% attendance.

### **Yearly:**

Children who have 100% attendance for the whole school year are presented with a medal and a voucher.

## **LEGISLATION**

Section 444 of the Education Act 1996 states "If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence".

If by working together we are unable to secure your child's regular school attendance we will ask the Education Welfare Service to support and in some cases enforce attendance.

The Education Welfare Service may use the following legislation to secure attendance via the fast track to securing attendance process.

- The Education (Penalty Notices) (England) Regulations 2007
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Anti-Social Behaviour Act 2003
- Education and Inspections Act 2006

The legislation allows the use of the following sanctions:

- Parenting contracts
- Parenting orders
- Education supervision orders
- Penalty notices

## **THE ROLE OF STAFF**

It is the responsibility of all staff to implement the Behaviour, Anti-Bullying and Attendance Policy consistently.

It is the responsibility of the class teacher to ensure that the school rule is enforced in their classroom and that their class behaves in a responsible manner during lesson time.

It is the responsibility of all staff to create a climate for learning that promotes positive behaviour.

Staff should have high expectations of children's behaviour.

Staff should liaise with the Learning Mentor when a child's behaviour warrants further internal support or a referral to external agencies.

## **THE ROLE OF PARENTS**

The school works collaboratively with parents, so children receive consistent messages about how to behave.

The Behaviour, Anti-Bullying and Attendance Policy is shared with parents and they are asked to support it by signing the Home/School Agreement.

We inform parents immediately if we have concerns about their child's welfare or behaviour.

## **THE ROLE OF GOVERNORS**

The Governing Body is responsible for setting down general guidelines on standards of behaviour and attendance and reviewing the effectiveness of these guidelines. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement and make decisions regarding the Behaviour and Attendance Policy. The Governors are responsible for monitoring that the policy is applied consistently.

## **THE ROLE OF THE HEADTEACHER**

It is the responsibility of the Headteacher to implement the Behaviour and Attendance Policy consistently throughout the school and to report to Governors when requested on the effectiveness of the policy.

It is the responsibility of the Headteacher to ensure the Health, Safety and welfare of the children.

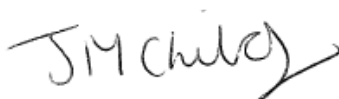
The Headteacher will support staff by implementing the policy, setting standards of behaviour and supporting staff in the implementation of the policy.

### **MONITORING AND REVIEW**

The Headteacher is responsible for monitoring the effectiveness of this policy on a regular basis and for reviewing the policy annually in partnership with staff and the Governing Body. Consistency of use will, therefore, be monitored throughout the year.

**Signed By**

**Chair of Governors:**



**Date:** 19/07/17

**Headteacher:**



**Date:** 19/07/17