



STOUR VALLEY
COMMUNITY SCHOOL

Behaviour and Anti-Bullying Policy

1. Aims

Stour Valley Community School promotes a purposeful atmosphere which allows safe, effective learning and teaching and where success is recognised and rewarded. Everybody is encouraged to be calm, polite and considerate and to relate well to each other. All members of our community are expected to act in a manner that is in the best interests of the safety of the entire school, whilst promoting self-discipline and respect.

2. Principles

All adults and young people have the right to protection from harm, neglect and abuse. SVCS aims to ensure good relationships between all members of its community so that learning and personal development can take place in a climate of trust, safety and confidence. Everyone has a responsibility for safeguarding and promoting wellbeing, with all staff having a duty of care towards students. Good discipline and behaviour are self-motivating and will be encouraged by praise, a conduct points system of rewards and through recognising qualities such as leadership. Staff will model good behaviour with each other, with visitors and when interacting with students. In addition to sanctions, we use restorative justice and community service where practical, and the student support room will be used as a place where students can work if they are to be isolated from their peers.

The majority of students behave well and act with consideration and politeness and the following principles apply to how we manage behaviour:

- We understand that young people experience a wide range of what can be, conflicting rules, from parents, teachers, the internet and others.
- We aim to involve our students in developing rules and principles in a way that encourages independent, responsible behaviour.
- Students are encouraged to be 'Upstanders' rather than 'Bystanders' should they become aware of all forms of unacceptable behaviour or bullying.
- Examples of acceptable behaviour include following requests from staff; showing respect and care for people and property; showing self-discipline; being truthful; being polite; making an effort; and working appropriately.
- Students are expected to make every effort to complete their assigned work.
- Good discipline is the responsibility of all who are involved with the school.
- Examples of unacceptable behaviour include hurting others (physically or verbally); bullying; causing disruption to learning; smoking or vaping on the school site or whilst in uniform; damaging property; inappropriate language; rudeness and disobedience.
- The school does not condone any form of violence (whether actual or threatened) or bullying, of any type.
- The school considers the possession of weapons or illegal drugs on school premises (or in any context involving the school) to be totally inappropriate and will act accordingly.
- In some circumstances it may be necessary to take action with regard to one student for the benefit of other students.
- The school recognises that every student should be judged on their individual merit and rewards should reflect effort and achievement against their own previous record.
- Sanctions are used after consideration of their effect on the student.
- Within general school life and assemblies, students are reminded of appropriate behaviour concerning bullying, drugs, weapons, decency, violence, theft, acceptance of the school's authority and other such issues.

3. Code of Ethics

The Stour Valley Community School 'Code of Ethics' was collaboratively produced by students. Where behaviour contravenes these guidelines for how to treat others, students will be subject to sanctions as detailed in within this policy. Expectations include:

- Being respectful of each other's boundaries.
- Valuing equally, people of all genders, races, sexualities, ages, religions and status.
- Not making unkind/thoughtless comments about other people's appearance.
- Respecting and valuing diversity within our community.
- Speaking up and reporting behaviours that go against the Code of Ethics.

4. Anti-Bullying

All members of the school community have the right to feel safe. Any form of bullying is treated seriously and followed up as a matter of priority. We will take all possible, appropriate and reasonable measures to prevent and remove all incidents of bullying.

Bullying is defined as 'any physical, verbal or indirect abuse which is deliberately hurtful and causes distress, or which an individual perceives to be bullying in nature'. This includes cyber bullying. Bullying is 'a persistent, deliberate attempt to hurt or humiliate someone', and as such can be considered a form of child-on-child abuse.

'Bullying' is a commonly misunderstood term. One-off incidents, whilst they may be very serious and will always be dealt with, do not fall within the definition of 'bullying'.

Forms of Bullying

There are various forms of bullying which include:

- Emotional – e.g. being unfriendly, tormenting.
- Physical – e.g. hitting, kicking, taking belongings, violence.
- Racial – e.g. racial taunts, graffiti, gestures.
- Homophobic/Transphobic – e.g. homophobic or transphobic remarks.
- Sexual – e.g. sexual remarks or gestures, unwanted physical attention, inappropriate touching.
- Verbal – e.g. name-calling, sarcasm, spreading rumours, teasing.
- Cyber – e.g. bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Types of bullying

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

If unchallenged, other students may come to see bullying behaviour as acceptable within the school and this will not be tolerated.

5. Rewards and Sanctions

Rewards include:

- a) Verbal and written praise.
- b) Attendance rewards.
- c) Positive achievement (house) points rewards.
- d) Learning Champion awards in subject areas.
- e) Headteacher certificates of commendation.
- f) Reward assemblies including Honours assemblies at the end of each term.

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- g) Class, team or group rewards (for such matters as fundraising)
- h) Flash rewards (linked to school priorities)
- i) Sporting awards (for individual and team sporting success)

Sanctions include:

- a) Verbal and non-verbal warnings (clearly given when individuals do not follow requests)
- b) Confiscation of items (such as mobile phones)
- c) Community Service (litter picking, wiping tables etc)
- d) Removal from lesson (lesson time spent in Student Support)
- e) Negative Behaviour Points.
- f) B1 Behaviour Warning – being spoken to about not meeting standards and expectations.
- g) B2 Behaviour Warning – continued disruptive behaviour.
- h) B3 Behaviour Warning – Persistent disruptive behaviour. This can include a removal from the lesson and a detention at lunch time with a restorative conversation with the class teacher as appropriate.
- i) Extended restorative conversations including the Head of Department where appropriate.
- j) Tutor and Year Leader contact with parents.
- k) Internal Exclusion from Lessons (a planned, whole day consequence of more serious actions where students work in a supervised environment)
- l) Governors' Disciplinary Panel (for, in any school year, 6 incidents of suspension or more than 3 incidents of violent, aggressive or aggressive behaviour)

Stages 1 - 6 Behavioural system

There are 6 stages in the behavioural system that are designed to aid interrupted teaching and allow students to make progress throughout lessons. The behavioural system also builds in support for the staff member and student to address any ongoing behavioural issues and, if repeated incidents occur, offers support to identify what the cause might be and how it can be stopped.

Stage 1 – The teacher uses the behavioural warning system B1-B3 and if repeated warnings are given over multiple lessons a teacher led graduated response is used to support the student.

Stage 2 – If a student has had repeated removals or sustained behavioural problems in a subject then the Head of Faculty will support the teacher and student through a review, or use of the graduated response, to make any changes or amendments needed to support the student.

Stage 3 – Should the student's behaviour be of concern in multiple subjects, the Year Leader will investigate the causes of the continued poor behaviour and, with the assistance of the SENDCO, develop a school wide graduated response, to include any identified support the student needs, along with the consequences should this behaviour issue continue.

Stage 4 – If none of the previous plans or support have made a significant improvement in a student's behaviour then a period of senior leadership monitoring occurs where solutions beyond the school are considered (if applicable and suitable). All the behavioural information and support offered to the student will be discussed with parents, with all possible solutions and alternatives discussed.

Stage 5 – Parents meet with a panel of school governors, where the future expectations for the student are outlined and an agreed plan is created detailing how the parents, school and student will work together to support the student. At this meeting the possible outcomes for the student should be discussed so everyone is aware of the consequences if there is not a significant behavioural improvement.

Stage 6 – Should there not be significant improvement in behaviour a meeting with the Headteacher is arranged to discuss the viability of the student remaining at Stour Valley Community school is arranged.

6. Fixed Term Suspension and Permanent Exclusion

All the above-mentioned sanctions are over and above every school's right to use:

- a) Fixed term suspension (for such issues as: smoking, vaping, bringing smoking or vaping paraphernalia onto the school site, behaviour which is repeatedly unacceptable, indecent or violent; some individual incidents of totally unacceptable behaviour; some acts of theft; some acts of damage)
- b) Permanent exclusion (for such issues as: drugs related incidents; the possession of weapons; very serious indecent behaviour; very serious racism or sexism; out of control behaviour which could cause severe danger to others; some acts of theft; refusal to accept the authority of the school, persistent and/or high-level contravention of school rules)
- c) Incidents warranting permanent exclusion will initially result in one or more short term suspensions allowing time for full investigation and consultation before the Headteacher makes a final decision to permanently exclude a student.
- d) Examples are given, but this is not a complete list.
- e) All suspensions and exclusions are administered with due regard to DfE '*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*', August 2024.

7. Supporting Students to Improve Behaviour

Sanctions and support go hand in hand. School will implement a range of supportive measures aimed at ending patterns of negative behaviour. This is not an exhaustive list, but strategies may include:

- a) Restorative conversations.
- b) Social justice activities.
- c) Reinforced teaching about protected characteristics (when behaviour has been discriminatory)
- d) Pastoral/Subject reports.
- e) Behaviour contracts.
- f) Meeting with parents/carers.
- g) Referral to external agencies.
- h) Bespoke withdrawal work.

8. Searching and Screening

If a student is suspected of being in contravention of this policy or posing a risk to others through something in their possession, they will be escorted to a room and asked to empty their pockets and bags in the presence of two members of staff. In some instances, it may be necessary to contact the police.

In cases where there are concerns about content stored on mobile phones/electronic devices, these items will also be screened.

Parents will be informed of all searches, regardless of their outcome.

Banned items, for which staff will carry out a search if there is reason to believe a student has brought them onto the school site include:

- Cigarettes, tobacco, lighters, vapes and other smoking/vaping paraphernalia.
- Drugs and items of drug paraphernalia.
- Alcohol.
- Weapons and other items which could be used as a weapon.
- Any item which it is considered could pose a threat to the safety of any members of the school community.

9. Roles and Responsibilities

Governors' Responsibilities

- Ensuring that this policy is in place.
- Providing the necessary guidance, encouragement and resources to allow this policy to be followed.
- Monitoring the effectiveness of this policy.
- Analysing data on recorded incidents of bullying, racism, sexual harassment.
- Monitoring the number and severity of behaviour incidents.
- Monitoring the number and spread of exclusions (permanent and fixed term)
- Setting up ad hoc Disciplinary Committees to hold Exclusion hearings;
These ad hoc Committees will comprise:
 - More than 1 Governor.
 - At least one of whom will have had experience/training in disciplinary committee procedure (if practicable given the time constraints and depending on the governor's prior knowledge of the student)
- Making arrangements to hear appeals against the Disciplinary Committee's findings.

Staff Responsibilities

- The headteacher is ultimately responsible for the wellbeing of all students and staff. All staff, students, parents and governors should be made aware of the policy alongside awareness being raised of the issues associated with bullying in schools.
- Where poor behaviour or bullying outside school is reported to school staff, it will be investigated and acted on if it impacts on school life. The headteacher will also consider whether it is appropriate to notify the police or children and young people's services. If the behaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.
- To ensure that the application of the behaviour and anti-bullying policy does not unfairly disadvantage SEND students by ensuring appropriate support is in place for them.
- An Assistant Headteacher has been designated to oversee the Safeguarding and wellbeing of students. This role includes the following responsibilities:
 - To liaise with the headteacher on all matters regarding the safeguarding of children.
 - To ensure all staff are aware of the contents of the 'Behaviour & Anti-Bullying Policy'; and that its procedures are adhered to, through regular training and monitoring.
 - To ensure that parents and carers are updated when isolation/suspension from lessons is implemented.
 - To liaise with staff to ensure the implementation of whole school initiatives to highlight positive behaviour, such as in assemblies, Anti-Bullying Week.
 - To monitor and record all reports of incidents of unacceptable behaviour, including bullying and child-on-child abuse.
 - To liaise with the police, local schools and colleges.

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- To liaise with the School Network Manager to monitor aspects of E-safety.
 - To make referrals to relevant external agencies to access support to improve behaviour. These referrals will be made in discussion with parents when other strategies have proved to be ineffective.
 - To implement the school's safeguarding and child protection response in cases where behaviour qualifies as a safeguarding concern.
- Staff should be alert to any potential incident of poor behaviour or bullying and intervene when instances are noticed. Minor incidents of poor behaviour or disagreements should be addressed by tutors or subject teachers and can be dealt with effectively in this way.
 - Head of Faculty/Department have oversight of behaviour within lessons that fall within their remit and should provide support to subject teachers as appropriate.
 - Members of staff are able to access informal training from the Pastoral Team or Senior Leadership Team on an ad hoc basis or use the Performance Management system to request training on specific aspects of behaviour management.
 - Incidents of poor behaviour or bullying should be referred to the form tutor who will liaise with the Year Leader over action to be taken.
 - The Year Leader is responsible for clarifying the facts through thorough investigation and taking statements from those involved and witnesses.
 - The Year Leader, having clarified the facts, will record the incident and liaise with the Assistant Headteacher regarding the sanction. Parents will be notified, as appropriate.
 - Staff will ensure ongoing monitoring of the individuals involved.
 - At points of transition, within and beyond school, information about behaviour strategies will be shared by the Year Leader or Assistant Headteacher to create a transition plan to minimise any potentially disruptive behaviours.

Student Responsibilities

- To behave, respect others and uphold the ethos and values of SVCS; Be Kind, Be Brave, Be ambitious and Collaborate.
- To be an 'Upstander' rather than a 'Bystander' should they become aware of peers who are undermining the ethos and values of SVCS. (Depending on the nature of the incident, this might be after the fact)
- To ensure that previous victims of poor behaviour or bullying are not isolated from groups of friends.
- To intervene when someone is being bullied and making it clear to the bully that their actions are disapproved of.
- To inform a member of staff that poor behaviour or bullying is happening.
- To take care of/pride in the school and its grounds. This includes dropping of litter, graffiti, damage etc. Students are encouraged make it known to staff when peers are fulfilling this obligation.
- To encourage their peers to join in activities and groups.
- To discuss and consider bullying issues in PSHE lessons and tutor time.
- To engage with the external agencies to improve behaviour, as necessary.

Parents'/Carers' Responsibilities

- To acknowledge when their child has demonstrated good behaviour which could be out of school, from report comments or as discussed at parents' evenings.
- To contact the school if they have any concerns about their child's behaviour or the behaviour of another person towards their child.
- To attend reintegration meetings following a fixed term suspension.

- To support the ethos and values of the school.

10. Physical Intervention

It is the objective of all staff to maintain consistent and safe practices in the very rare cases involving the use of handling, reasonable force and restraint. The law allows all adults who are authorised by the headteacher to be responsible for students to use such force as is reasonable to prevent a student:

- Committing a criminal offence (or for younger children that which would be an offence)
- Causing personal injury, injury to others or damage to property.
- Engaging in any behaviour prejudicial to maintaining good order and discipline.

In all circumstances where physical intervention is or may become required, members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving. Staff considering handling, use of reasonable force or restraint must provide opportunity for the student to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the student and details of their intended interventions clear. All incidents where staff feel that they have used force to modify behaviour or conduct should be recorded. It is not necessary to record every incident of contact with a child, but it is advisable to record the circumstances. A member of the Senior Leadership Team will ensure that parents are appropriately informed.

11. Equality Act 2010

Under the Equality Act 2010 we are mindful that some students are more vulnerable than others and that all members of the community should be treated equally. Also, that some students will find it more difficult to identify and report poor behaviour and bullying than others.

- A variety of methods to report poor behaviour and bullying will be made available to students.
- There will be fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.
- Students with Special Educational Needs or Disabilities may need specific, individual plans and strategies to support them to achieve an acceptable level of behaviour.
- Consideration will be given to the additional needs of children affected by parental imprisonment.
- Sanctions will take into consideration the learning and social needs of the perpetrator and be appropriate to them as an individual.
- Concerns raised through external agencies working with students will be treated as seriously, and investigated in the same way, as those made by the individual themselves.

12. In Year Fair Access Panel (IYFAP)

The IYFAP process involves all West Suffolk schools meeting monthly to discuss additional support for students who are at risk of repeated fixed term suspension, permanent exclusion or being unable to complete their education in a mainstream educational provision. Students may be referred to this panel following agreement from a parent.

13. E-Safety Policy

The SVCS E-Safety Policy includes the following statements;

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- School Internet access will be designed for student use and will include filtering appropriate to the age group of students. Students will be taught what internet use is acceptable and what is not and given clear guidelines for use.
- The curriculum makes students aware that social networking can be a vehicle for cyber bullying. Students are encouraged to report any incidents of bullying to the school allowing for the procedures, as set out in the Behaviour & Anti-bullying Policy, to be followed.
- The use of mobile technologies can be used as an effective teaching and learning tool within the curriculum with the following area of concern to be taken into consideration: *Inappropriate or bullying text messages*.

14. Behaviour in the Community

Headteachers have the power to discipline students for poor behaviour outside the school premises as students are travelling to or from school. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

- Any bullying incidents occurring off the school premises, such as on school transport or in the immediate community where a student is in school uniform, will be investigated and students may be disciplined for bringing the school into disrepute.
- Incidents involving social media will be investigated if they happen during school time or significantly impact on school life. Parents will be advised that they should report these matters to the media provider or police and be aware that the school cannot take responsibility for the actions of their child during social hours.
- Students on school visits will be subject to the same disciplinary rules as in school, with the addition of site-specific instructions.

15. Allegations Against Staff

SVCS believes that all members of the school community are entitled to protection from bullying. Inappropriate behaviour between students and staff will not be tolerated and any concerns or allegations of inappropriate behaviour will be dealt with quickly, fairly and sensitively through the Complaints Policy. Any staff disclosing information, regarding inappropriate behaviour by colleagues, will be listened to and supported by the headteacher, in line with the Whistle Blowing Policy.

If malicious allegations are made against members of staff those making the allegation will be subject to an investigation to understand the motivations for the allegation. Further action may include a disciplinary consequence, a referral to Child and Adolescent Mental Health Service and the incident may be reported to the Police.

16. Communication of this Policy

We will take active steps to communicate the principles of this policy (which was produced in collaboration with students), to all students, parents, staff, governors, partners, stakeholders, contractors and visitors to the school. This will be done through:

- Home-School Agreement.
- Assemblies.
- School Website.
- Any other methods that are considered effective.

17. Monitoring and review

The Governing Body will be responsible for reviewing and monitoring the effectiveness of this policy annually. Any changes will be made in line with legislation.

Ratified by Governing Body	SVCS LGB
Date	17 December 2024