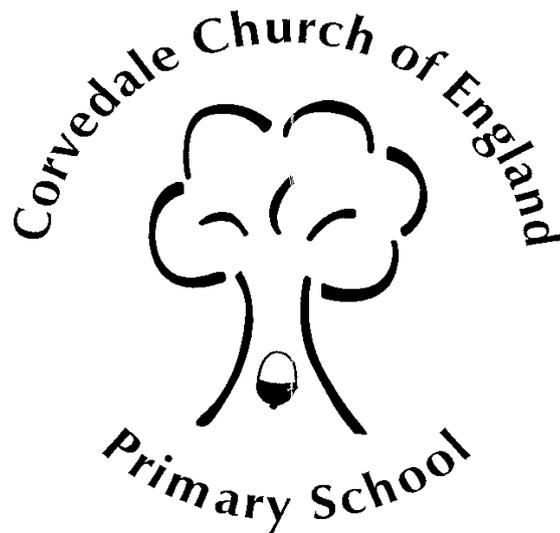


Corvedale C.E. (Voluntary Aided) Primary School



Pupil Behaviour and Anti Bullying Policy

Revised: February 2017
Review date: April 2018

Pupil Behaviour and Anti-Bullying Policy

At Corvedale Primary School we believe that a school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. It is fundamental that there is a shared understanding and agreement of the standards expected between all adults working in school, children, parents and governors.

We believe that it is essential to provide a positive and purposeful school ethos that will enable our children to:

- have good relationships with both peers and adults, in and out of the classroom;
- have positive self images where individuals feel valued, secure and cared for;
- experience the joy of learning and work towards achieving their potential;
- be independent, self-reliant, responsible, confident and motivated;
- have a responsible attitude to learning and participate in a wide range of activities;
- be caring, trusting, considerate, respectful and co-operative;
- experience success, equality of opportunity, and have a keen sense of fairness;
- be equipped to face challenges with confidence.

To foster an ethos, which is positive and purposeful, we need to ensure that:

- there is a relaxed and welcoming atmosphere;
- all adults involved with school work in partnership, sharing ideas and expertise;
- there is a feeling of mutuality, respect, kindness and care between all;
- everyone is aware of expectations of adults, children and themselves;
- children are happy, enjoying each other's company, finding ways of solving their own problems and working purposefully;
- the school and its classrooms are vibrant and stimulating;
- children have a positive attitude to learning and have opportunities to work individually and as part of a group with increasing autonomy;
- children have a pride in what they do.

Our Code of Conduct

I will always:

Be kind and respectful to other people

(Don't hit, kick, spit at, slap, push or hurt anyone else. Do not bully, threaten, shout, swear or name call)

Have good manners, be sensible and responsible

(Don't back chat, interrupt, shout out, and talk when someone else is talking or argue with anyone)

Be honest

(Do not tell lies, cover up for other people's lies or try and get other people into trouble)

Respect school, its grounds and other people's property

(Don't break anything, damage books or equipment or take other people's things)

Be calm and considerate in and around school

(Don't run, shout, push, barge into people)

Do what I am asked to do by the adults in school

(Don't back chat, interrupt, or talk when a teacher is talking. You cannot refuse to do anything you've been asked to do)

Think about the consequences before you break a rule, and take responsibility for your own actions!

The code is on view in all classrooms. They should be read in conjunction with Playtime Rules and Anti-Bullying Code.

Rewards and Sanctions

We have systems that promote and reinforce our code of conduct. Ideally, the intrinsic rewards offered by good relationships and a stimulating curriculum should be incentives in themselves, however, it important to use a tangible reward system that recognises academic and social achievement and that can be regularly communicated to parents and children. Alongside this there needs to be a system of sanctions for children who break our code of conduct. Sanctions and rewards need to be applied consistently, firmly and fairly. **All** incidents of unacceptable behaviour must be dealt with in an appropriate firm and fair manner.

Rewards

Each child has a 'behaviours tracker'. All staff, including dinner supervisors and the school administrator reward children with ticks who show:

Good behaviour (B)

Organisational skills (O)

Manners (M)

Effort (E)

Pride (in appearance and presentation of work) (P)

Respect (R)

From time to time the behaviours rewarded may change to reflect areas where improvement is needed.

When the children have filled a tracker they colour in a marble on the class marble chart. In any half term **all** children need to have filled three trackers and thereby earn three marbles. This will then lead to a class treat.

All pupils have the chance to earn 'Achievement Award certificates.' These awards recognise achievements that are beyond those normally expected and are presented in a special assembly each month.

Sanctions

There is a 'traffic light' system used throughout the school to ensure consistency of sanctions.

Green:

All children start off on green which acknowledges acceptable behaviour.

Amber/Yellow:

This warns the child that the behaviour being exhibited is unacceptable and that the unacceptable behaviour seen by an adult. They will be asked to sit on their own or take time out to a designated place if they are on the playground. The child has the chance to modify the behaviour.

Red:

If the behaviour continues the child will be put on the red card and given a detention. They may be sent to another pre-arranged class or sent in from the playground where the incident will be discussed.

Detention

Detention takes place at the beginning of lunch time. The incident will be discussed with the child and recorded in the detention book.

If a child's name appears three times in the detention book then a letter will be sent to parents inviting them to discuss the matter with the class teacher in the first instance and /or the head teacher. (Appendix 1)

It may be the case that repeated entries in the detention book are due to a particular need. Where this is the case there may be different arrangements put in place. All staff will be notified of this.

In extreme cases such as violence or verbal abuse to other pupils or adults the stages will be escalated and may result in a fixed term or permanent exclusion.

The decision to exclude will always take in to account the severity and nature of the behaviour. If a pupil is excluded on more than one occasion, the length of any fixed term exclusion will be stepped.

Any decision to exclude will follow local and national guidelines and protocols. (Appendix 2)

Anti-bullying at Corvedale Primary School

At Corvedale Primary School we value all members of our school community.

We are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

We believe that bullying, racial or sexual harassment and anti-social behaviour are not acceptable.

Our policy has been written by with reference to:

- existing practice,
- LA guidance,
- Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies October 2014
- Shropshire Children's Trust (SCT) and Shropshire Safeguarding Children Board (SSCB) Anti-Bullying Charter 2009
- SSCB Child Protection Procedures 2016

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

As a school we take bullying seriously. Bullying will not be tolerated.

Pupils are encouraged to report bullying in this school through discussions in the curriculum, /Safer Schools work, assemblies, taking part in anti bullying week. There is a 'message box' in the library area where children can post messages privately to alert staff to issues that are affecting them.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together through the prospectus, induction evenings, through the school's website and by displaying the Anti-Bullying Charter.

What Is Bullying?

Bullying is defined as:

- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter 2009

At Corvedale Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons.

We agree that:

- Bullying is usually physical hurting, name calling, nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

Other Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children entitled to Free School Meals
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children for whom English is an Additional Language
- Gypsy, Roma and Traveller children
- Children who are perceived to be gay, lesbian or bisexual

Signs and Symptoms

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures - Responding to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We at Corvedale Primary School have a responsibility to respond promptly and effectively to issues of bullying.

There is a senior member of staff who leads on anti-bullying: Mrs Jane Condra

All cases of alleged bullying should be reported to the Headteacher or senior member of staff.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

Procedures - Outcomes

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and genuinely apologise to the children affected. Both parties should be clear that a repeat of these behaviours will not be acceptable.

Depending on the severity of the behaviour, other consequences may take place, such as loss of break times, holding a meeting with parents, etc.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher should meet again with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved.

Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. In serious cases, exclusion will be considered.

Any necessary action should be taken until the bullying has stopped.

Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

We to teach relationship skills in every year group to ensure progression in skills to deal with bullying as children progress through the school. We will also tackle issues of bullying in assemblies and in themed Anti-Bullying weeks as a whole school.

*A **Code of Conduct**, **Playtime Rules** and **Anti-Bullying Code** (see appendix) are on view in all classrooms and throughout the school.*

Corvedale Primary School is a community where everyone should feel valued and secure. Our high expectations for behaviour and clear procedures to tackle bullying contained in these policies support this.

They encourage and develop **respect**, the foundation stone of our school ethos.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness regularly.

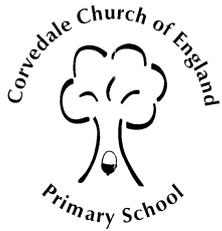
This policy was reviewed by: pupils, staff, parents/carers, governors.

Revised: February 2017

Date ratified by the governors: Summer Term 2017

This policy is linked directly to the following policies:

- Safeguarding & Child Protection policy
- Confidentiality statement
- Equalities policy



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Headteacher: Mr J. Brough
Chair of Governors: Mr. D. Hedgley

15 October 2017

Dear

It has come to our attention that ***** has, on three occasions been in detention for not following our code of conduct. We hope that by working together we can resolve these issues and would ask that you contact Mrs. Jones in the office to arrange a mutually convenient time when we can meet to discuss this. A copy of our behaviour policy is enclosed for your information.

Yours sincerely,

Decision: Head teacher, takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Lunchtime exclusion: Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time

Exclusion during morning session: the exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session:

- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session.

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupils can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Primary: School **must** offer a reintegration interview after any exclusion

Secondary: School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.

Corvedale Primary School Code of Conduct

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Have good manners, be sensible and responsible

(Don't back chat, interrupt, shout out, and talk when someone else is talking or argue with anyone)

Be honest

(Do not tell lies, cover up for other people's lies or try and get other people into trouble)

Respect school, its grounds and other people's property

(Don't break anything, damage books or equipment or take other people's things)

Be calm and considerate in and around school

(Don't run, shout, push, barge into people)

Do what I am asked to do by the adults in school

(Don't back chat, interrupt, or talk when a teacher is talking. You cannot refuse to do anything you've been asked to do)

Think about the consequences before you break a rule, and take responsibility for your own actions!

Corvedale Primary School

Playtime Rules

- Let other people join in your game

(Don't be mean and make others feel sad)

- Be respectful with playtime equipment

(Don't throw sticks, push people off equipment or kick/throw balls onto the roof)

- Stop playing and stand still when you hear the bell or whistle

(Don't carry on playing football or any other games)

- Walk quietly and calmly in to school

(Don't run, push, shove or barge into anyone)

- Tell the adults on the playground if you have a problem

(Don't tell tales, get the facts rights)

These rules must be followed at playtime in addition to the 6 school rules.

Corvedale Primary School

Anti-Bullying Code

If you see someone being bullied:

- DO let a teacher or other staff member know;
- DO try to be a friend to the person being bullied;
- DO try to help the bully stop bullying
- DON'T be made to join in;
- DON'T rush over and take the bully on;

If you are a victim of bullying:

- DO tell a teacher or another adult in school;
- DO tell your family;
- DO take a friend with you if you are scared to tell someone by yourself;
- DO keep telling people until someone listens;
- DON'T blame yourself for what has happened.