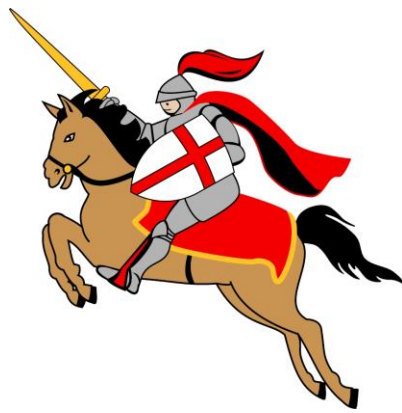


Conisbrough Ivanhoe Primary Academy



Behaviour and Anti-bullying Policy 2015-2018

Approved: Headteacher
Review date:

July 2015
July 2018

Behaviour and Anti-bullying Policy

Aim

We aim to create a safe, caring environment where relationships are based on respect and trust, and to develop positive self-esteem in each child so that they may reach their full potential. We are committed to maintaining high expectations of good behaviour, and to encouraging positive behaviour through the delivery of a rich, stimulating and challenging curriculum.

We actively encourage all members of our school community to read and understand the behaviour policy, so that they may support us in its implementation.

Rationale

- To promote self-discipline and consideration of others
- To ensure appropriate behaviour and language throughout school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all members of the school community
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a reward system to encourage positive behaviour
- To ensure a safe and happy school
- To promote good citizenship
- To prevent bullying

Rights, Responsibilities and Rules

1) Rights

Every child has the right to learn and to succeed to their full potential. Every child has the right to not have their learning disrupted.

2) Responsibilities

○ Pupils

In order for their rights to be maintained, pupils are expected to:

- Be aware of the needs and rights of others, whether adults or pupil
- Treat others with kindness and respect
- Respect the school environment
- Respect the ownership of the belongings of others

Behaviour and Anti-bullying Policy

- Follow school and classroom rules
 - Other members of the school community

All members of the school community will work towards the school aims by:

- Working as a team, supporting and encouraging each other
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Providing children with work that is engaging, challenging and that is appropriate to their age, ability and needs
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life
- Encouraging, praising and reinforcing positive behaviours and work (see Rewards and Sanctions)
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and beyond the classroom, and applying these consistently (see Rewards and Sanctions)
- Caring for, and taking pride in the physical environment of the school

3) Rules

Children and teachers work together to establish agreed sets of class rules and desired behaviours, and these are displayed clearly in each classroom.

The school has a set of 'Golden Rules' and 'Playground Rules' which children are expected to follow. These are:

GOLDEN RULES

We are gentle, kind and helpful.

We listen to other people and respect their views.

We tidy up after ourselves.

We do as we are asked by teachers the first time.

We are honest and thoughtful.

We always try to do our best.

Behaviour and Anti-bullying Policy

We respect other people's property, our classroom and the school environment.

We are sensible and polite.

We always walk around school.

We line up quietly and sensibly.

We always sit smartly and safely.

PLAYGROUND RULES

We play safely, with no rough play or play-fighting.

We respect other people and their property.

We keep to safe play areas.

We keep off the grass and other areas when told.

When we need to leave the playground, we ask for permission.

We use the garden as a quiet area only.

We do not place goals in front of the trim trails and keep to areas designated for ball games.

We obey whistles (1 whistle means stop moving, 2 whistles means line up)

We do as we are told the first time the person on duty asks.

We go to the adult on duty if we have a problem.

Rewards and Sanctions

Our emphasis is on praise and reward to promote and reinforce desired behaviour and adherence to school and class rules, and we believe that by focusing on good behaviour, children will be encouraged to make positive behaviour choices.

Behaviour and Anti-bullying Policy

- Rewards

We have whole school reward systems in place as well as those determined by individual teachers. Positive behaviour and adherence to rules is promoted and reinforced through the use of:

- Verbal praise
- Stickers
- Raffle tickets and prizes
- Star of the Day – postcard sent home
- Star of the Week – certificate and badge given during whole school assembly and family invited
- Extra playtimes
- Cinema afternoons – for children who complete all homework

Although rewards are central to the encouragement of good behaviour, if children break rules, they must understand that they have chosen to do this and that there are consequences for unacceptable behaviours.

- Sanctions

We have a whole school approach in dealing with unacceptable behaviour which enables behaviour to be managed consistently and fairly throughout school.

In each classroom there is a display of a series of coloured faces with varying facial expressions.

All children will begin the day on the green smiley face.


Children will move onto different coloured faces with consequences should they break a rule or display unacceptable behaviour. If the behaviour continues, the child will continue to move up to the next stage until the behaviour ceases. The child will then receive that consequence. The stages are as follows:


Behaviour and Anti-bullying Policy


 Gold face – outstanding, exemplary behaviour


 Green face – positive behaviour – praise and rewards

Verbal warning – no movement

 Orange face – time out for 5 minutes in class

 Yellow face – Children will miss 5 minutes of the next playtime/choosing time – KS1 children will be sent to a KS1 Middle Leader and the behaviour will be logged in the KS1 Behaviour Book. KS2 children will be sent to the Deputy Head and the behaviour will be logged in the KS2 Behaviour Book

 Red face – Children will miss ALL of the next playtime/15 minutes of choosing time. KS1 children will be sent to a KS1 Middle Leader and the behaviour will be logged in the KS1 Behaviour Book. KS2 children will be sent to the Deputy Head and the behaviour will be logged in the KS2 Behaviour Book

 Purple face – KS1 and KS2 children will be sent immediately to the Headteacher or Deputy Head Teacher in his absence. A week's playtimes and the next outing or activity will be missed.

If a child is entered into the Behaviour Book on a yellow or red card, the Deputy Head Teacher or Middle Leader will discuss with the child how the inappropriate behaviour can be amended. If a child receives three yellow cards, they convert to one red, and the child's parents will be informed by letter. If a child receives three red cards, they will convert to a purple, and a phone call will be made to parents by either the Head Teacher or Deputy Head Teacher, followed by a letter about the child's behaviour, the child will miss a week's playtimes and their next out of school visit or activity if it is thought that their behaviour may put others at risk.

Midday Supervisors will also follow the card system at lunchtime play.

Behaviour and Anti-bullying Policy

Inappropriate behaviour of a serious nature

Any behaviour that breaks a school rule is dealt with following the consequences above. However there is certain behaviour that may warrant more decisive action to be taken due to the nature of the act, such as:

- Physically aggressive behaviour e.g. hitting, kicking, fighting or spitting.
- Inappropriate language (hurtful, racial, swearing and/or abusive)
- Damaging property
- Sustained bullying
- Repeated refusal to abide by class and school rules

In the above situations the child will proceed immediately to receiving a purple card/purple face, and the Head Teacher may have to consider more serious measures which may include fixed term and permanent exclusions.

Behaviour of a concerning nature

There may be times where a child's behaviour gives cause for concern because of its nature, such as:

- Sexualised behaviour
- Physically aggressive behaviour
- Withdrawn or overly passive behaviour
- Self-harming (or threats to do so)

All children who display concerning behaviours of any nature must be reported to the Deputy Head Teacher or Parent Liaison Officer who are responsible for safeguarding within school, and teachers must carefully document evidence of the behaviour. This may then be referred to agencies outside the school for further advice or assessment.

Individual Behaviour Plans/SEN Support Plans

Most of the children at our school know how to make positive behaviour choices. There are, however, occasions when individual children make choices which are inappropriate and that require an Individual Behaviour Improvement Plan to modify and encourage positive behaviour.

Behaviour and Anti-bullying Policy

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. Usually, the Behaviour Improvement Plan/ SEN Support Plan will be developed by the Class Teacher and SENCO, with full involvement of the pupil and parents.

Anti-Bullying – Our Approach to Bullying

All members of our school community have the right to feel welcome, safe and happy. We will not tolerate verbal or physical bullying of any kind, and it is the responsibility of every member of our school community to prevent it happening. Prevention rather than cure is our aim, therefore we will:

- Be vigilant for signs of bullying
- Encourage all members of the school community to report any incident of bullying, which should then be recorded and passed on to the Head Teacher, Deputy Head Teacher or Parent Liaison Officer who are responsible for safeguarding
- Always take reports of bullying very seriously and investigate them thoroughly

Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person being bullied to defend themselves.

Bullying can take on many forms, some of which are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting or racist remarks
- Indirect – spreading unpleasant stories about someone, excluding someone from social groups

Someone who is being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or avoiding peer interaction. There may be evidence of changes in work performance.

We will use the curriculum to increase children's awareness of bullying, and to help them develop strategies to combat it through:

- PSHE lessons
- Emotional Literacy sessions where appropriate for individuals
- Circle time
- Role play
- Assemblies

Behaviour and Anti-bullying Policy

Dealing with incidents of bullying

Where bullying is reported within school, the following steps will be taken to deal with incidents:

- A clear account of the incident will be recorded (dates, times, names of those involved, and a description of events) and given to the Headteacher or the Deputy Headteacher
- The Headteacher or Deputy Headteacher will then interview all concerned and record the discussions
- Parents of all parties will be informed and may be called into school for further discussion
- Punitive measures will be used as appropriate and in consultation with the 'Inappropriate behaviour of a serious nature' part of this policy

When an incident of bullying is reported, both the victim and the bully will be supported in order to help change attitudes and behaviours and to prevent further incidents.

- Support for those who have been bullied

Members of the school community who have been the victim of bullying will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the person
- Offering further support
- Taking measures to restore self-esteem and confidence

- Help for those who have bullied

Members of the school community who have bullied others will be helped by:

- Discussing what happened
- Working to discover why the bullying occurred
- Establishing the wrongdoing and
- Agreeing a plan of action to prevent re-occurrence

Behaviour and Anti-bullying Policy

Harassment

Harassment is commonly understood as behaviour intended to disturb or upset, and is characteristically repetitive. It is intentional behaviour which is found threatening or disturbing. Harassment of any kind will not be tolerated, and should always be reported to the Head Teacher or Deputy Head Teacher straight away who will then take appropriate action. The school aims to promote cohesion among its community by encouraging positive attitudes toward:

- Race
- Sex (gender)
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment

Partnership with Parents

Parents are made aware of our behaviour policy and are encouraged to discuss it with their children and support the school in its implementation.

Inclusion and Equality

Conisbrough Ivanhoe Primary Academy values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. The Inclusion and Equality policies help to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school is an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school to ensure minimal risk of underachievement.

Please refer to the Inclusion Policy and Equality Policy for full details.