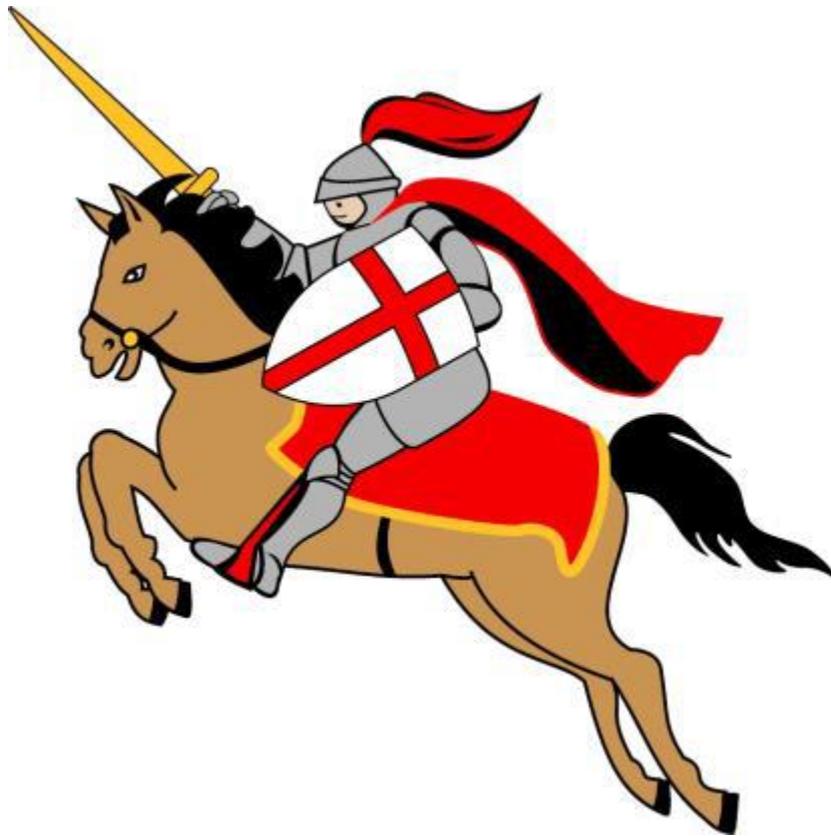


Conisbrough Ivanhoe Primary Academy

Behaviour and Anti-bullying Policy



2019

Approved: Headteacher

Review date:

Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos.
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe.
- To help pupils develop self-respect, self-control and accountability for their own behaviour by providing appropriate support/ mentoring programmes.
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others.
- To develop respect and understanding for people's opinions, views and beliefs.
- To develop a clear understanding of right and wrong.
- To help pupils understand the consequence of their actions, both positive and negative.
- To encourage the partnership between home and school.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision consisting of structured playground games
- Personalised programmes/ support from outside agencies
- To provide a reward system to encourage positive behaviour
- To encourage and praise greater effort in both work and behaviour

Rights

Everyone in our school has the right to:

- Learn and to succeed to their full potential. Every child has the right to not have their learning disrupted. be respected
- be safe

Staff Responsibilities

- Every member of staff within school is responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.
- To create a positive climate with realistic expectations.
- To emphasise the importance of values and being valued.
- To provide an effective learning and teaching environment.
- To encourage positive relationships based on kindness, empathy and respect.
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions.
- Show appreciation of the efforts and contributions of everyone.

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
- Follow the school's Golden Rules and classroom rules

Parents' Responsibilities

- Parents have a vital role to play in their child's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school. It is important for all adults on the school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.
- We share the school's rules, rewards and consequence systems with parents. We expect parents to read these and support them. If a member of school staff has concerns about a pupil's welfare or behaviour, parents will be contacted. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the Parent Liaison Officer who can liaise with class teacher. The Assistant Heads and Deputy Heads may be involved if necessary. If the concern remains, then the Headteacher should be contacted. The school governors should only be contacted as a last resort, in-line with our complaints policy, if the Headteacher cannot resolve the matter.
- We expect parents to behave in a reasonable and civilised manner towards all school staff and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/carers of pupils in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority.

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

- 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
- Caring for, and taking pride in the physical environment of the school

Additional Needs – Special Educational Needs/ Looked-after/ Previously Looked- after

- We recognise that for a small number of pupils, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour.
- They may have an Individual Behaviour Plan (IBP) agreed with pupils and parents.
- The support of outside agencies will also be sought where appropriate, in particular, LA Outreach Support and/ or Educational Psychologist.

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.
- 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.

Recognition

Individual recognition

Dojo's

- Dojo's are given to pupils for following aspects of the Golden Rules.
- Dojo's are to be recorded on our electronic system. Parents are given access to their child's online account.
- Each week, the pupil who earns the most Dojo's in each class will receive some reward at the end of the week.

Learner of the day / week

- Learner of the day cards are given for exceptional effort and recognition in the pupil's learning and Ivanhoe's Learning behaviours (which are displayed in each class). One child from each class will be chosen each day.
- F2, KS1 and KS2 pupils are awarded certificates/postcards for learner of the week/day.
- Learner of the week certificates are given out during Celebration Assembly FS2 and KS1 assembly will take place on Thursday and KS2 on a Tuesday afternoon, parents will be invited to this assembly.
- Learner of the day cards are given out at the end of each day in class.
- Pupils can be chosen more than once throughout the year.
- There will be no automatic selection; children need to earn the reward.

Lunchtime Golden tickets

- Lunchtime Golden Tickets are given by Midday Supervisors for pupils who are keeping the Lunchtime Golden Rules.
- Lunchtime Golden Tickets are drawn in assembly each week; six chosen pupils get to sit at the 'Special table' the following Friday.

Responsibility for our actions – dealing with unacceptable behaviour

Individual systems

We operate a hierarchy of corrective interventions from a least to most intrusive response. A variety of low level intervention strategies are used initially, such as non-

verbal signals, reminders and close adult proximity to re-direct and encourage pupils to stay on track. If the inappropriate behaviour persists, then the six-step system should be implemented: Verbal warning; Orange face - Warning; Yellow face – miss 5 minutes of playtime and Red face – miss the whole of playtime a purple card will be issued if a child receives 3 Red Cards within a term. Purple card – miss playtimes for a week. The pupils are responsible for their own behaviour. Within the classroom, the emphasis at any stage is on the pupil being re-engaged in the lesson and their learning as soon as appropriate. The following should be read in conjunction with the school's Consequence Ladder.

Behaviour Intervention – six -step system.

- We use a six-step system using: Green cards, Verbal warning; Orange card; Yellow card and Red card and Purple card. We expect that all children remain on the green face throughout the day.
- All warnings, Orange, yellow and Red cards to be recorded on CPOMS.
- Staff must always follow the Consequence Ladder in addition to the above as some incidents may warrant an immediate Red or Purple card
- Some behaviours may warrant an External Exclusion, External Exclusions can only be sanctioned by the Headteacher).

The six-step system

- All pupils start each day as a fresh start. Therefore, all Verbal warnings, Orange cards, Yellow cards and Red cards are to be re-set at the start of a new day.
- A pupil will only receive **one** Verbal Warning to alert them to the fact that they are breaking the Golden Rules. They will need reminding what they need to do to rectify their behaviour.
- If a pupil continues to behave inappropriately they will receive an Orange card.
- Once on Orange if a pupil continues to behave inappropriately they will receive a Yellow card.
- Once on Yellow, if a pupil continues to behave inappropriately they will receive a Red Card. The pupil's class teacher will inform parents of this at the end of the day.
- If a pupil Continues to behave inappropriately then they will be sent to the Headteacher or Deputies, parents will be informed.
- During extra-play, KS1 and KS2 teachers need to keep children who have had cards throughout the week inside.
- If a pupil receives 3 or more Reds within a half term they will be put on a purple face and a meeting will be held with parents and an individual behaviour plan will be put into place.

Behaviour Report

- When a pupil is placed on Behaviour Report extra play is lost.
- A pupil's Report card needs to be filled in by a member of staff at the end of each day and recorded on CPOMS.

- A pupil will remain on Behaviour Report for a minimum of 4 weeks.
- To come off behaviour report children must have had no cards within the 4 week period.
- If a pupil is on Behaviour Report for longer than 6 weeks, then a formal meeting with parents will take place and outside agencies may become involved if necessary, but not in all cases.

Individual Behaviour Plan (IBP)/ External agencies (curriculum times)

- If a child is to be placed on an Individual Behaviour Plan this will be authorised by the Headteacher.
- If a pupil has repeated Individual Behaviour Plans then external exclusions will take place.
- A meeting with parents will take place to review and share the IBP.
- When a pupil is placed on an IBP then they will use a behaviour chart in class and this will be broken down into sessions.
- **Extra is earned (not lost) via a Reward Chart**
- The IBP will consist of personalised behaviour targets set by the Class Teacher with the pupil and Miss Denigan
- If it is deemed necessary, special time will be awarded on an individual needs basis. This will be determined and sanctioned by Class teacher and Miss Denigan
- If no improvement is seen after one term, then a referral will be made to the Behaviour Outreach Support Service.
- Any pupil on an IBP will be placed on the school's SEN Register for SEMH.

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. 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

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 Headteacher 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.

Break and Lunch times

- Pupils are recognised for positive behaviour at lunch times through verbal praise and the award of lunch time golden tickets.
- Six pupils are picked once a week from the lunch time golden ticket box and the chosen pupils get to sit at the special table on a Friday.
- At break and lunch times, we provide a range of activities to engage pupils in positive play with their peers. This includes the play equipment boxes for each key stage and structured games which are led each lunch time by playground leader, with the focus on co-operative play, good communication and teamwork.
- If problems between pupils arise, the emphasis is on peaceful problem solving and conflict resolution.
- If a pupil misbehaves at break or lunch time they will be given a verbal warning, if this continues the behaviour system will be followed.
- If a pupil is involved in a serious incident during break or lunch time, then they are to be sent indoors or it may result in an External Exclusion. This needs to be recorded on CPOMS.
- If a pupil refuses an instruction to go inside, then a member of the leadership team needs to be informed and the pupil will be brought in.
- A pupil will be in Nurture Group for a minimum of 1 week. Nurture Group is structured play (indoors or outdoors) with two members of staff
- A register will be kept for all pupils attending Nurture Group.
- In the event of extremely unacceptable behaviour at break and lunch times, parents will be contacted and the pupil will have to spend lunch times off site for 1 week. In this case, the parent is expected to pick up and drop off their child at the beginning and end of lunch time.

Extreme Behaviour

- Extreme behaviour which deliberately affects an individual's rights will result in an immediate sanction being implemented.
- Positive handling techniques may be used if they deem the safety of the pupil, other pupils or staff is at risk.
- Any incident or behaviour deemed as violent; racist; bullying; threatening; or grossly disrespectful or inappropriate will be recorded on the school's electronic CPOMS system and will result in either a Purple Card or External Exclusion.
- Extreme behaviour may lead to a fixed term or permanent exclusion.
- These incidents will be reported to the Governing Body.

Fixed Term External Exclusions

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports the Headteacher in using exclusion as a sanction where it is warranted.'

(DfE 'Exclusion from Maintained schools, Academies and Pupil Referral Units in England 2017)

All decisions to exclude are serious and only taken as a last resort or where the breach of school's rules is serious.

The following are examples:

- Health and safety risk to pupils and adults.
- Verbal abuse/harassment of staff, other adults or pupils.
- Violent behaviour.
- Continued inappropriate behaviour.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Persistent defiance or disruption.
- Other serious breaches of school's rules.

An incident form, any witness statements and body maps (where required) are to be completed by staff involved in any incident resulting in a Fixed Term Exclusion.

Permanent Exclusion

'A decision to exclude a pupil permanently should only be taken:

1. In response to a serious breach, or persistent breaches, of the school's behaviour policy; **and**
2. Where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. These offences might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying or using an offensive weapon or item with the intention to inflict injury on another individual

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and the well-being of the school's community.

Partial Timetable

The Headteacher may, in limited circumstances, make use of a partial timetable to support a pupil's needs.

Conisbrough Ivanhoe Primary Academy's High Expectations of Behaviour

- Parents are requested to support the school in upholding our 'Behaviour Management Policy' (copies are available on the school website or in the main reception areas).
- Daily, weekly and termly rewards are given to pupils who follow the school's Golden Rules.
- If your child is on Behaviour Report, has been on Behaviour Report, or received an In External Exclusion during the term, your child will not be permitted to attend the following during that term:
 - the termly school trip on the grounds of Health & Safety
 - any termly out of school clubs on the grounds of Health & Safety
- If your child is on Behaviour Report, has been on a Behaviour Report, or received an External Exclusion at any point during the academic year, your child will not be permitted to attend:
 - the school residential visit for that academic year on the grounds of Health & Safety
- If your child is on, or has been on an Individual Behaviour Plan (IBP), it will be at the discretion of the Headteacher whether they are permitted to take part in the above activities.

Consequence ladder

Six step behaviour system Record on CPOMS	
<ul style="list-style-type: none"> • Lack of respect/rudeness • Misbehaving in the toilets • Play fighting • Leaving the classroom and/ or school grounds (once entered) without permission • Making fun of pupils/adults • Telling lies • Other Low level misbehaviour • Deliberate time wasting • Talking when you shouldn't be • Swinging on chair • Failure to work • Calling out • Constantly tapping objects • Deliberately not taking care with work • Not lining up when requested • Running inside the building • Uncooperative behaviour • Distracting others from learning 	<p style="text-align: center;"><i>These actions will lead to the consequence ladder being used; Orange card, Yellow card, Red card, Purple card and possible exclusion.</i></p>

Instant Red cards, Purple Cards or External Exclusion
<p style="text-align: center;"><i>Record on electronic behaviour system and text to parents. Monitored by relevant staff.</i></p> <ul style="list-style-type: none"> • Fighting/ biting/ intentionally hurting or marking of another pupil (body map to be used for marking with incident sheet) or adult (accident form to be filled in for an adult) • Bullying/racism/sexism/homophobia/verbal abuse/harassment • Intimidation • Using wholly inappropriate language/ statements • Deliberately throwing objects to cause injury to pupils/adults • Spitting at pupils/adults • Destruction/ defacing school or others' property • Climbing • Theft • 3 Reds in a half term • Continued refusal/ un-cooperation if on an IBP which is being followed • Use of a mobile phone/ smart watch or personal mobile device on the school property

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

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

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.

