

CORNIST PARK SCHOOL FLINT



Behaviour & Respecting Others Anti-Bullying Policy

Reviewed September 2017
To be reviewed annually thereafter

BEHAVIOUR POLICY

The Aims of this Policy are

- to encourage a calm, purposeful and happy atmosphere within the school
- to foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- to have a consistent approach to behaviour throughout the school with parental / carer co-operation and involvement
- to make boundaries of acceptable behaviour clear, and to ensure safety
- to raise awareness about appropriate behaviour in person and online (see e-Safety policy)
- to help pupils, staff parents and carers have a sense of direction and feeling of common purpose

Children's responsibilities are:

- to be READY, RESPECTFUL and SAFE at all times
- to work to the best of their abilities, and allow others to do the same
- to follow the instructions given by ALL school staff
- to respect and take care of each other - treating others as you would wish to be treated yourself
- to take collective responsibility for our school environment and the property within it
- to co-operate appropriately with other children and adults

- to treat others with respect online (see e-Safety policy)
- to respect the agreements made in the pupil's acceptable use Policy re online safety and etiquette

The responsibility of ALL staff is:

- to promote the READY, RESPECTFUL and SAFE school rules
- promote a growth mindset attitude towards learning
- to foster and model a KiVa ethos throughout school
- to treat all children fairly and with respect
- to raise children's self esteem and develop their full potential
- to provide a challenging and interesting and relevant curriculum
- to create a safe and pleasant environment, physically and emotionally.
- to use rules and sanctions clearly and consistently
- to be a good role model and set high expectations of behaviour and conduct around school
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- to recognise that each child is unique and to be aware of their individual needs
- to use circle time and KiVa sessions to reinforce positive relationships and mutual respect
- to respect the agreements made in the staff's Acceptable use Policy re online safety and etiquette
- to use pupil groups such as eCadets to encourage and promote positive behaviour in person and online and record any issues reported using online eSafety form stored centrally on Team Drive

The responsibilities of our Parents/ Carers are:

- to support the school's promotion of a growth mindset attitude towards learning
- to make children aware of appropriate behaviour in all situations and encourage them to take responsibility for their own actions
- to encourage independence and self-discipline
- to show an interest in all that the child does
- to foster good relationships with the school
- to be aware of the school rules and expectations - READY, RESPECTFUL, SAFE
- to respect the school's acceptable use Policy re online safety and etiquette
- to support the school in the implementation of this policy

Recognising Appropriate Behaviour at Cornist Park School:

FP - verbal praise, sticker / star charts are used to celebrate appropriate behaviour

KS 2 - verbal praise, awarding group points, collection of Bronze, Silver, and Gold merits,

Consequences of inappropriate behaviour:

Foundation Phase

1. First warning is given and child is informed that continued inappropriate behaviour means they will spend time out in the 'Thinking Area'
2. Child is encouraged to think about their behaviour and identify which rule has been broken (READY RESPECTFUL SAFE)
3. Child is encouraged to say sorry for their actions and return to class activity. Incident is logged in Class Behaviour/Incident Book.
4. For repeated visits to the 'Thinking Area', child will be asked to discuss their actions with the FP manager or member of SMT.
5. Where there is continued misbehaviour the child will be asked to discuss actions with the Head-teacher, and parents informed as appropriate. If

an incident is serious parents will be invited into school to discuss the incident as soon as is possible.

KS2

'How's your day going?' behaviour system operates in all KS2 classrooms. Children begin each new day on green and are encouraged to stay green throughout the day or move up the ladder to 'Above and Beyond' and then onto 'Super Star' recognition. This system has been put in place to reinforce our expectation that children are Ready, Respectful and Safe.

Children who choose to ignore reminders about acceptable behaviour will be expected to take responsibility for their own actions and accept the consequences. Any negative behaviours will be dealt with in a discreet manner and consequences will reflect the actions and individual needs of the child.

In the unlikely event of persistent unacceptable behaviour or if there is a serious one off incident, parents will be contacted and a meeting arranged with the Class / Head Teacher to agree the best way forward. Any incidents of behaviour which have been dealt with by the SMT will be recorded on SIMs.

Repeated inappropriate behaviour

Where there is repeated inappropriate behaviour the following will apply:

1. Informal contact with parents by class teacher
2. Involvement of Head/Deputy / Head of Department / ALNCO
3. Formal contact with parents.
4. IEP (B) drawn up.
5. Involvement of outside agencies/ support
6. Internal exclusion
7. Exclusion - temporary/permanent as set down by Welsh Office guidelines

LUNCHTIME - REWARDS AND SANCTIONS

In order to achieve a safe and enjoyable lunchtime break, the following rewards and sanctions will be operated;

Positive and appropriate behaviour will be rewarded with verbal praise and Kiva tokens

FOUNDATION PHASE

For children who display inappropriate behaviour, the MDSA staff are asked to mirror classroom practise, ie:

1. First warning is given and child is informed that continued inappropriate behaviour means they will spend "time out".
2. Child is encouraged to think about their behaviour and identify which rule has been broken.
3. Child is encouraged to say sorry for their actions and return to play. Incident is logged, and reported to class teacher at the end of lunchtime
4. For repeated inappropriate behaviour child will be asked to discuss their actions with FP Manager or member of SMT.
5. Continued misbehaviour the child will be asked to discuss actions with the Headteacher, and parents informed as appropriate. If an incident is serious parents will be invited into school to discuss incident as soon as is possible.

KS2

For children who display inappropriate behaviour, the MDSA staff are asked to mirror classroom practise, and report any incidents to the class teacher at the end of lunchtime.

In the unlikely event of persistent unacceptable behaviour or if there is a serious one off incident, parents will be contacted and a meeting arranged with the Class / Head Teacher to agree the best way forward.

Physical Restraint

Staff other than those who have received the appropriate Manual Handling / Physical Restraint training are asked NOT to restrain a child unless the situation deems it necessary, to stop immediate physical danger to themselves, the child or others. If they do so they must use the safest way possible to avoid hurt or injury to anyone involved ie reasonable force 'appropriate to the age, maturity understanding and capacity of the individual' (ref LA Restrictive physical intervention policy)

Pupils leaving premises without permission

If a child leaves the premises without permission, staff should inform a member of SMT immediately who will then follow the relevant protocol.

RESPECTING OTHERS POLICY

Anti Bullying Policy

The aim of Cornist Park School is to develop a sense of well being in every pupil. We seek to provide each child with the best possible education in a caring, supportive and safe environment, free from oppression, humiliation and abuse, ensuring that they have every opportunity to reach their full potential. Working in partnership with parents, we wish Cornist Park School to be an orderly, caring community, where each pupil is free to learn and thrive in a secure atmosphere. A clearly set out code of behaviour helps us to achieve this environment.

Aims of the policy

The purpose of promoting, supporting and maintaining this policy is to guarantee that children feel safe, secure, confident and happy within Cornist Park School environment and to understand that any concerns are addressed with care and consideration.

Cornist Park Primary school is therefore committed to:

- Promoting a KiVa ethos within the school, which fosters the development of skills, self confidence and self esteem
- Sharing information - by encouraging pupils to confide in a member of school staff, their parents or pupil groups such as the eCadets, and having clear procedures for dealing with matters of concern
- Developing procedures - by having clear lines of communication and referral for incidents and information and referring the matter to relevant staff
- Recording any incident of disrespect, bullying or cyber bullying formally.
- Monitoring the situation - by ensuring all staff are vigilant and that the policy is reviewed on a regular basis
- Support - providing pupils who have experienced any type of bullying with the help they need
- Prevention - sending out the message that negative behaviour is anti social and will not be tolerated at school

Definition of bullying

Cornist Park School uses the following definition of bullying;

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated or has the potential to be repeated,

over time. Both children who are bullied, and who bully other, may have serious lasting problems.

There are many definitions of bullying, but at Cornist Park we consider it to be:

- Deliberately hurtful
- Repeated over a period of time (while recognising that even a 1 off incident can leave a learner traumatised and nervous of future occurrence)
- Difficult for victims to defend themselves against

Forms of bullying

Either an individual child or a group can inflict the distress or hurt. Bullying behaviour can take many forms including the following:

- Emotional - tormented with unpleasant gestures and looks, humiliated or ridiculed
- Verbal - name calling, insulting, persistent teasing, making offensive remarks
- Physical - hitting, kicking or other forms of violence, taking belongings, sexual harassment
- Bullying by text messages, e-mail or via social media - sending malicious messages by text, e-mail or online (cyber bullying)
- Indirect - children being excluded or the focus of rumours or lies

All of the above are equally serious and each victim of bullying will experience distress. This can often have a negative effect on academic achievement. Long term effects can lead to difficulties with personal relationships and low self esteem.

Bullying can affect everyone - not just the individual and the instigators. It can influence other children who may have witnessed violence and the distress of the victim.

Whole School Approach

All members of the school community have a responsibility for preventing and addressing bullying. As a school community at Cornist Park school we will attempt to eliminate this problem by developing a positive ethos where all children are praised for behaving and working well.

Strategies in place to achieve this are

- Creating a positive learning environment conducive to learning in all classes
- Differentiating work suitable to the needs of all pupils
- Creating interest by adopting a variety of teaching methods and meaningful assessment of achievements, always emphasising the positive
- Promoting co-operative learning and group work
- Providing social, cultural and sporting activities throughout the year to encourage pupil motivation and well being
- Ensuring children are supervised effectively at all times during the school day
- Promoting individuality, tolerance, social responsibility and consideration for others
- Communicating frequently and effectively with parents and carers
- Promoting care of younger pupils by older ones
- Fostering a sense of belonging
- Introducing adult and peer mediation, circle time activities, School Ambassadors and eCadets
- Using the curriculum - PSHE, circle time, R.E., history, English
- Anti-bullying week - activities done throughout school to raise awareness and contribute to the policy
- Accessing external services to raise self esteem, group work, assertiveness training(eg Police / Schools Liaison service, ESW, CAMHS, Action for Children)
- KiVA - In KS2 all classes regularly engage in units of work from the KiVA antibullying scheme
- Nurture Group sessions

In all classes, teachers seek to establish and develop an atmosphere of openness and trust in partnership with pupils, which will make it possible to explore and discuss issues with confidence. As a school many curricular approaches are used as well as school assembly time. The use of theatre groups, interactive cds, the local Police Liaison Officer, eCadets and links with the behaviour support team offer valuable sources of information and partnership.

In addition the school will also consult pupils and parents regarding the policy and procedures included within it.

Reporting bullying incidents

The school will ensure that pupils know how important it is to report bullying they have witnessed or suffered.

Pupils will be assured that their concerns will be responded to with sensitivity and dealt with promptly. All reports will be taken seriously and this policy will be adhered to when dealing with the victim and those who bully or threaten to bully.

Confidentiality for anyone who shares information will be respected

Lines of communication and referral will be clear and efficient

Opportunities for pupils to communicate concerns about bullying will also be provided eg circle time, school ambassadors, anti-bullying week, eCadet drop in sessions

Dealing with Bullying

Pupils, parents, governors and school staff all have responsibilities in tackling this problem. The occurrence of bullying will hopefully be minimised if all parties work in partnership to fulfil the recommendations of this policy.

Possible signs and symbols to look out for which can sometimes suggest bullying is taking place include:

- Poor attendance, truancy, spending a particular day at home sick
- Turning up late
- Loss of equipment, school bags, dinner money
- Unexplained bruises, scratches, torn clothes
- Child becoming withdrawn, anxious/nervous
- Mood swings
- Tantrums or loss of control
- Fear of travelling to or from school
- Fear of being around the school at break times or lunch times
- Deterioration in work
- Defacing of work
- Stops eating or sleeping

There may be other signs and it must be recognised that these signs may be indicative of problems other than bullying. Sometimes there are no overt signs of bullying and all concerned parties must be alert to any unusual happenings around them.

Advice to pupils who are being bullied or have witnessed bullying

- 1) Do not suffer in silence
- 2) Try not to show you are upset
- 3) Stay with a group of friends
- 4) Be assertive - say you don't like what is happening
- 5) Tell a member of staff straight away
- 6) Don't react or fight back
- 7) If bullying occurs online, take a screenshot of any nasty messages and report it to a member of school staff
- 8) If you feel unable to tell an adult in school tell a friend or parent

Advice and guidance for parents

- 1) Remain calm do not overreact
- 2) Advise your child not to fight back
- 3) Inform the school immediately
- 4) Encourage your child to make friends as lone children are more of a target for bullies
- 5) Support your child by reinforcing that it is not their fault
- 6) Keep a written record of what happened, be specific about the event
- 7) Stay in touch with the school and work together as a partnership

If you feel that your concerns are not being addressed you can check that procedures are being followed from the Respecting Others/ Anti-bullying policy, discuss concerns with the head teacher or write to the Chair of Governors.

Guidance for staff working in the school

Each bullying incident will be different and how the teacher becomes aware of it will depend on how it is dealt with. However there are some general points:

- Remain sensitised to early signs of distress and high risk periods
- Be accessible to pupils if they wish to discuss problems
- Respond to reports of bullying in a sensitive manner by listening carefully and making written notes of information received
- Offering practical support and exercising professional judgement on immediate responses to situations
- Alerting the Head teacher to whom all known instances of bullying should be referred
- Completing behaviour/KiVA log to store on file

The Head teacher should

- Regularly highlight the school bullying procedures
- Establish the facts of each case
- Ensure the appropriate disciplinary sanction is used
- Record incidents appropriately
- Follow up and monitor incidents
- Contact and keep all parties informed of developments as required (parents, teachers, governors, LEA)

Procedures for dealing with incidents of bullying

Once bullying concerns have been expressed the following will happen:

- Talk to victim
- Talk to witnesses
- Talk to alleged bully
- Design coping strategies for victim
- Alert teachers to situation
- Allow victim and bully to meet and discuss issues
- Discuss with bully the responsibility to change behaviour/ offer support to do so
- Set a date for review

If the bullying is significant or continues then the following sanctions may be imposed:

- Sanctions for bully - behaviour monitoring/loss of privileges
 - contact home
 - involve outside agencies
 - use of internal exclusion
 - exclusion

The sanctions above could occur in any order according to the incident and the circumstances. See eSafety policy for cyber bullying sanctions.

**Reviewed and amended by SMT September 2018
(to be agreed by pupils, staff and Governing Body November 2019)**

..... **Chair of Governors date;**.....

Next review September 2019