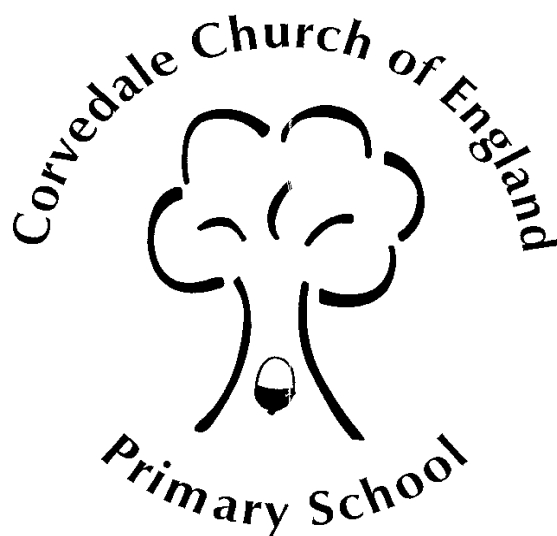


# Corvedale C.E. (Voluntary Aided) Primary School and Nursery



## Pupil Behaviour and Anti Bullying Policy

**This policy is reviewed annually.  
Last reviewed: September 2023  
Review date: September 2024**

## **Pupil Behaviour and Anti-Bullying Policy**

*'In everything do to others what you would have them do to you.'* (Matthew 7:12)

At Corvedale Primary School & Nursery 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
- have a growth mindset to face challenges with confidence
- be resilient in the face of learning that is demanding and to cope with difficult feelings and times

Adults teach, expect and trust children to make good choices about their behaviour.

Children know the boundaries and will on occasion test these in a safe and supportive environment, learning to modify their behaviour and developing self-regulation over time.

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

- there is a relaxed and welcoming atmosphere
- children make good choices about their behaviour
- 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
- all adults involved with school work are in partnership, sharing ideas and expertise

## Corvedale's Rules

**Be Ready**

**Be Respectful**

**Be Safe**

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

*The rules are on view in all classrooms. They should be read in conjunction with the Anti-Bullying Code.*

### Rewards and Consequences

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 is 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 consequences for children who don't follow our rules.

Consequences and rewards need to be applied consistently, firmly and fairly.

### Rewards

Each child has a 'reward tracker'. All staff reward children with 'ticks' who show:

- ✓ **Compassion (C)** - We try always to show care and concern and kindness towards others.
- ✓ **Respect (R)** - We learn to respect ourselves, each other and the wider community through honesty, tolerance and trust, where everyone has an equal right to our care, time and attention
- ✓ **Endurance (E)** (effort and not giving up) - We strive to maintain a "can do" attitude and aspire to achieve our goals, knowing that life is sometimes difficult and painful and that it is important not to give up in the face of adversity.
- ✓ **Wisdom (W)** - Wisdom is about how we use our knowledge to make the right choices and decisions. We consider the consequences of our actions.
- ✓ **Friendship (F)** - We value friendship as fundamental to the development and fulfilment of ourselves and others, and the good of the community.
- ✓ **Trust (T)** - We behave with honesty and integrity; work as a team and build friendships.
- ✓ **Service (S)** - We take responsibility for how we treat each other, the way we lead our lives, and how we use our talents, rights and opportunities.

When the children have filled a tracker they colour in a marble on the class marble chart which is divided into house groups. In any half term children aim to fill three trackers and earn three marbles. All marbles are counted each half-term to earn house points. The house with the most marble points wins the house cup.

All pupils have the chance to earn achievement certificates during our **Star of the Week** assembly. These awards recognise special achievements, effort and excellent conduct, and are presented in a special

assembly each Friday afternoon. We also recognise **House Heroes** for those who have shown credible behaviours during House Activities.

## Consequences

Every child will learn that for every action there are consequences.

Following an incident of misbehaviour the child may be asked to talk about the incident with a member of staff. The aim of this is to allow the children to reflect openly on their behaviour in a safe space and to learn how unacceptable it is and modify the behaviour in future. Depending on the incident, the child may need to discuss their behaviour with other children or adults affected through a restorative judgement approach. The teacher can support the child with strategies to use when facing a similar situation in the future.

A written record of serious and persistent incidents of inappropriate behaviour is recorded.

If a child is persistently misbehaving 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.

It may be the case that repeated incidents of inappropriate behaviour are due to a particular need.

Where this is the case there may be different arrangements put in place.

Certain types of behaviour are never acceptable, e.g. hurting another child physically on purpose. Where this is the case there may be different arrangements put in place. See Anti-bullying at Corvedale CE Primary School & Nursery below.

## Exclusion

In extreme cases, such as violence or verbal abuse to other pupils or adults, the stages of sanctions 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 CE Primary School & Nursery

At Corvedale CE Primary School & Nursery 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 2022

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 C of E Primary School & Nursery, 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.

Everyone at Corvedale C of E Primary School & Nursery has 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 will be reported to the Headteacher and/or a 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 will 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 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.

Our **three School Rules** and **Anti-Bullying Code** (see appendix) are on view in all classrooms and throughout the school.

Corvedale C of E Primary School & Nursery 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, governors.

Revised: October 2022

Next review September 2024

Date ratified by the governors: Autumn Term 2023

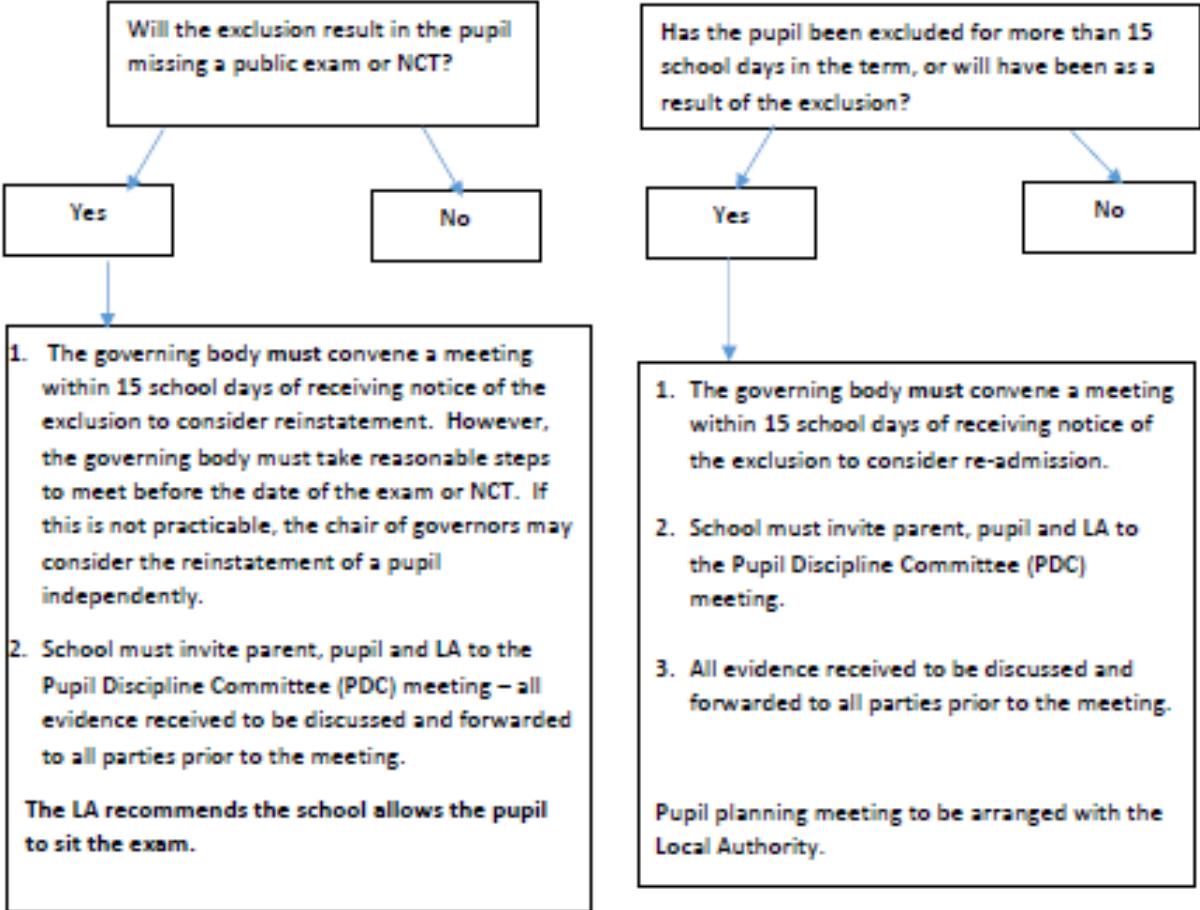
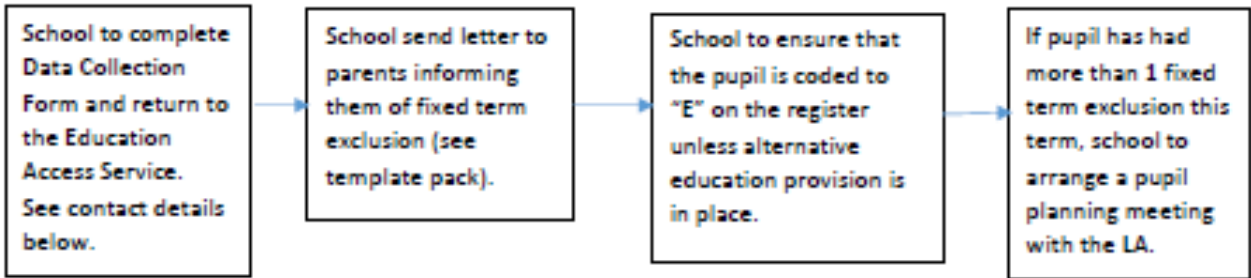
This policy is linked directly to the following policies:

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

Exclusion Procedure Guidance  
Fixed Term Exclusion



Day 1





# Corvedale Primary School & Nursery

## Our Three School Rules

# Be Ready

# Be Respectful

# Be Safe

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

# **Corvedale Primary School & Nursery**

## **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