



BEHAVIOUR AND ANTI-BULLYING POLICY

Costessey Primary School

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office.

This policy will be reviewed in full by the School Advisory and Improvement Group on an annual basis.

Signature *K Lawson*

Principal

Date: 10.7.20

To be agreed by Governing Body.

Behaviour and Anti-Bullying Policy

Our Consistent Approach to Behaviour Management.

Costessey Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

This behaviour policy has been written in accordance with the Pivotal Behaviour principles. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Building relationships with our learners is at the heart of this policy and our staff understand that their behaviour affects the behaviour of the learners. We all understand that we need to model the desirable behaviours and show our learners that - despite finding some situations difficult - there is always an appropriate way forward.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The basis of this policy is that all learners and staff have the following rights;

Every pupil has:

- The right to feel safe
- The right to be treated with respect
- The right to express feelings and opinions without fear of ridicule
- The right to receive a quality education

Similarly, every member of staff has:

- The right to teach
- The right to be treated with respect
- The right to feel safe

The aims of this policy are:

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated as individuals, shown respect and that good relationships are promoted.
- To support learners as they become responsible for their behaviour and recognise the consequences of it.
- To promote community cohesion through improved relationships.
- To provide a framework which supports our learners either to change behaviours to remain in class or to re-engage with learning at the earliest possible opportunity after a re-set has been required.

Our School Community Code of Conduct (appendix 1) summarises the principle expectations with regard to behaviour of staff, learners and parents.

Our behaviour policy is built on a consistent approach across all areas of the school. Our school rules are easy to understand, easy to follow and easy to remember:

Be Ready, Be Respectful, Be Safe

In order to embed these into our school and ensure consistency the following expectations are in place:

All staff will:

1. **Meet and greet** each pupil - as individuals - at the door so that the child feels welcomed and valued. This provides an initial check-in at the start of the day to identify any learners who may have arrived at school not in a position to learn.
2. **Understand** that a child's outward behaviour is a reflection of internal events for the child. Our staff know to be **curious** as to what has triggered the behaviour.
3. Refer to '**Ready, Respectful, Safe**' whenever talking to the learners about their conduct in school.
4. **Model** positive behaviours and build relationships.
5. **Plan** lessons that engage, challenge and meet the needs of all learners.
6. Use a **visible recognition** mechanism throughout every lesson to acknowledge desirable behaviours as well as positive postcards, positive phone calls and hot chocolate nominations.
7. Be **calm**, avoid shouting, and give 'take-up time' (time to respond to an instruction) when going through the steps.
8. **Intervene** to re-establish desirable behaviours before implementing sanctions.
9. **Follow** up every time, **retain ownership** of classroom behaviour management and engage in reflective dialogue with learners.
10. **Praise** in public, rebuke in private.
11. **Engage** with any child on the school site who is obviously finding self-regulation difficult, regardless of year group.
12. **Take responsibility** for the behaviour management of the learners in their care as the child's primary relationship within the school. Senior leaders and pastoral staff are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- **Meet and greet** learners at the beginning of the day
- Be a **visible presence** around the site and especially at changeover times (beginning and end of lunchtimes)
- **Support** staff by sitting in on reparation meetings and supporting staff in conversations
- **Celebrate** staff, leaders and learners whose effort goes above and beyond expectations
- **Encourage** use of recognition boards, positive postcards, positive phone calls and hot chocolate nominations.

- Ensure **staff training** needs are identified and targeted
- Regularly **share good practice**
- Use **behaviour data** to target and assess school-wide behaviour policy and practice
- Regularly **implement and review provision** for learners who fall beyond the range of written policies

Rewards – The Positive Consequences

We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. Where the teacher is specific about the reasons for which the praise has been earned, the behaviour is more likely to be repeated as a consequence. It is the key to developing positive relationships, including with those learners who are the hardest to reach.

Basic Principles:

- Rewards must act as positive incentives for the learners.
- There must be clearly defined and understood criteria for the issue of a positive consequence.
- They must be issued fairly to all when the set criteria are met.
- They must be issued promptly in order to emphasise their value.
- Once a reward is given it should not be taken away.
- They should be available to individuals and to groups.
- They should be used as a motivator or incentive and never as a bribe.
- We should aim to issue more positive than negative comments or consequences in every lesson or situation in school.

Rewards at Costessey Include:

- The use of sincere praise – verbal and non-verbal acknowledgement and encouragement – positive comments on general and more specific aspects.
- Display of work within classroom, main corridor, the WOW work wall outside SLT offices and use of the school’s social media.
- Acknowledgement of positive behaviour by being placed on the class recognition board
- A positive phone call home to celebrate where a child has gone above and beyond at some point during a school day.
- Positive postcards sent home through the post and followed up on school social media where appropriate
- Nomination for Hot Chocolate Friday to acknowledge something outstanding

When praise is not enough...

Good behaviour has to be taught, regularly reinforced and attention drawn to those who model it in order for the desired standard of conduct to be understood. A positive and patient approach is necessary in order to develop a good working relationship with learners that will lead to positive responses.

There will still be occasions, however, when learners do not demonstrate an acceptable standard of behaviour in line with the school Code of Conduct. When this is the case a set of steps exist in order to address and correct the concern to achieve the desired standard of behaviour.

Steps towards re-engagement:



- Gentle encouragement, a 'nudge' in the right direction, small act of kindness. This doesn't need to be in private. You may use more than one redirection or drive-by if the learner responds to it in a positive way. If following the redirection the behaviour doesn't change, then continue through the steps. - *Drive-bys e.g. Let's have a look at where you're at...I need you to..... Pop all four legs of your chair down for me, thank you.*



- A reminder of the expectations for learners to 'be ready, be respectful, be safe' delivered privately to the learner. The teacher should endeavour to lower themselves to the learner's height. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. *Use scripts for this: 'I've noticed that..... I need you to.....Thank you for listening' and withdraw, allowing the learner time to comply*



- A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. *Use scripts for this: 'I've noticed that you are..... remind the learner of a previous success e.g. Do you remember last week when.....I need you to..... this is your last chance before I ask you to leave the classroom for a re-set....Thank you for listening'*
- Make it clear to the learner that this is their last chance before a re-set.



- At this point the learner will receive a 10 minute re-set out of the classroom - this **must** be supervised by a member of staff. This could be a quiet space in the corridor, library etc or even a walk to relieve tension. All re-sets need to be logged on Pupil Asset giving details of the events leading up to the re-set. *Use scripts for this: 'I've noticed.....I need you to take some time in Thank you for listening'*



- This only applies if either:
 - a) The learner refuses to engage with a re-set out of the classroom.
 - b) A serious breach is committed - violence, swearing at peers or staff members, constant disruptive behaviour e.g. banging on tables etc. Teachers need to make a judgement on the severity of the incident and call the relevant staff member.
- Call pastoral team for persistent non-engagement.
- Call Amy for a serious breach.



- Restorative conversations need to be had with learners following a re-set or an external referral. This should be at the next natural break in the session, not at the point that the learner is ready to re-engage with the lesson.
- Questions discussed include: What happened?
 - Who has been affected by your actions?
 - How did those people feel?
 - What behaviours will each person show next time?
 - Reaffirm our commitment to building a trusting relationship.

Appropriate consequences during break and lunchtime:

During times of the day when the learners are not in structured lessons, the same approach to behaviour is taken. Positive praise and the rewards outlined are all relevant. In cases where learners engage in physical contact and this results in harm or distress to any person, serious consequences are given. Rough play is not permitted and the school does not tolerate physical aggression. Consequences may be:

- Missing break and lunch time privileges for a set period of time.
- Parents invited in for a meeting in order to discuss consequences and expectations.
- Fixed-term exclusion.

Where attempts to manage normal break and lunchtimes have not been successful over a period of time, pupil asset data will be used to identify learners who would benefit from specific lunchtime provision.

The Tiered System of Behaviour Support:

Behaviours in school are monitored by the Vice Principal. There are occasions when some learners need individually tailored support beyond that of the embedded classroom system in order to help them learn how to regulate their own behaviours. In these cases, the following tiered system is in place:

Tier 1

The majority of our learners at Costessey Primary School are catered for within Tier 1.

Learners behaviour is managed in class following the whole school approach. This includes appropriately differentiated work, check-ins, nudges, reminders and re-sets (in parallel class or with class TA), positive praise, restorative conversations, circles times and 3 step routines.



Tier 2

This tier is intended for learners who are not responding to embedded classroom management plans.

Advice should be sought from Mrs John or Ms Laband (for learners with SEND) in the first instance to discuss adaptations to the standard Pivotal working practices.

If these strategies are still not working, learners have a formal meeting with the class teacher and TA. Where applicable a tally 'timetable' is kept for one week to identify trigger points and patterns in behaviour. Once completed, a Team Support plan is generated with Miss Hubble and is shared with the learner's parents. This is reviewed after 2 weeks.



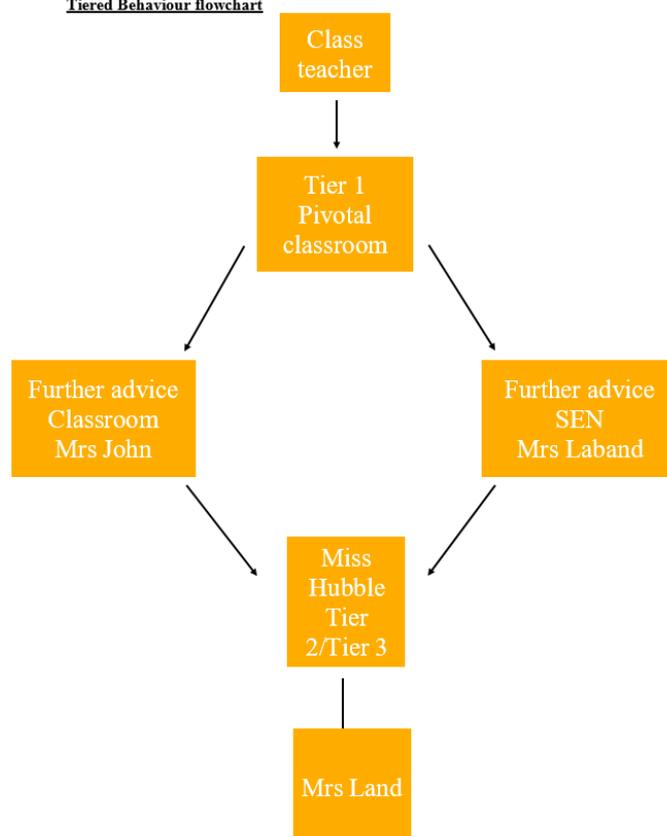
Tier 3

This tier is for learners who have been through 2 cycles of review of a Team Support Plan with no or negligible reduction in re-sets OR for learners whose behaviour has necessitated a fixed-term exclusion.

Formal meeting held with class teacher, Miss Hubble and relevant pastoral members. Formal liaison with SENCo at this point for possible external agency involvement. Review of previous plans held with new Intensive Support Plan formulated. Plan shared with parents and pupil outlining clear expectations and consequences.

This tiered system is designed to support learners regulate their own behaviours, enabling them to stay in class with no detrimental effects on their own, or others, learning. If learning continues to be disrupted, then further steps may have to be taken to ensure the best outcomes for all learners in the school.

Tiered Behaviour flowchart



Exclusions

Where exclusions from school are used, these are seen as a last resort or in cases of extreme violence, bullying and verbal assaults. Procedures follow DFE exclusions guidance and model policies from Norfolk County Council. Fixed-term exclusion is followed by re-entry with a Pastoral Support Programme and the automatic implementation of a Tier 3 support plan.

Exclusion can come into effect when there is;

- Persistent behaviour which prevents others working
- Serious theft
- Serious or persistent vandalism
- Persistent aggression
- Persistent anti-social behaviour
- Serious intended verbal or physical assault of an adult or fellow learner

As each case is unique the age and social development of any pupil will be taken into consideration should exclusion under these circumstances be required. Our statutory duties in relation to Special Educational Needs are also taken into account when administering the exclusion process.

Anti-bullying

Bullying is the deliberate, repetitive and sustained aggression by an individual or group with the intention of hurting other person(s). It occurs over a period of time and results in pain and distress to the victim(s). It can be:

- Physical e.g. pushing, spitting, or any use of violence
- Verbal e.g. threats, rumours, teasing
- Emotional e.g. social exclusion, tormenting
- Sexual e.g. unwanted physical contact, gestures or harassment
- Racial e.g. taunts, attacks and remarks towards learners from differing racial, religious or cultural backgrounds

Measures to Prevent Bullying

We implement strategies to educate learners and avoid bullying. Our learners are empowered through an understanding of what bullying is; their right to tell and to be listened to without being judged; and, with the support of adults, are made accountable for their actions and responsible for each other's safety.

The PSHE curriculum is used to give opportunities to discuss issues and emphasise everyone's right to be treated with respect and kindness. The school is involved in anti-bullying week each year and promotes the theme set out by the organisers of this. Learners are encouraged to help each other and celebrate differences.

When suspected bullying occurs

We never ignore it - We always respond to suspected bullying and ensure learners know that incidents are dealt with promptly and effectively. Staff are trained to be vigilant to possible indications of bullying and initiate further investigation where appropriate.

We listen carefully to all accounts and don't make assumptions - Teachers intervene using a "no blame" approach which stresses a non-punitive response to bullying. We listen to every side of the story independently and give all those involved, including witnesses, the opportunity to be heard.

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We adopt a problem solving approach - The head of pastoral care works to build trust with those learners involved to promote reconciliation and behaviour change. The bullying behaviour and threats of bullying must stop immediately. The parents/carers of both parties are informed of any incident and are expected to support the school in any actions taken. They are invited to meet to discuss the problem with the pupil and head of pastoral care/teacher/senior management team as appropriate.

We will follow up, both in the short and long term - Regular checks take place to ensure that incidents have stopped. The Principal ensures all appropriate members of staff are aware of the situation and work with both parties to resolve tensions, where necessary ensuring the consistent application of sanctions. Incidents are recorded by the Vice Principal or Head of pastoral care, reported to governors and regularly reviewed by the senior management team.

Managing Pupil Transition

Managing pupil transition between schools is important in minimising disruption to learning and pupil support during these periods requires special attention. Regular meetings occur between Costessey Primary School and local pre-schools. Costessey Primary School liaises closely with OVA (Ormiston Victory Academy) in order to ensure effective transition. Extra opportunities for transition are built in for vulnerable learners in order to make the move as easy as possible. These opportunities will vary for those learners not transferring to the normal feeder schools

Reasonable Force

The right of teachers to use reasonable force is laid down in the Education and Inspections Act 2006 and the Principal must ensure that staff are aware of and properly understand what this right entails.

All staff have been authorised by the Principal to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following;

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its learners, whether the behaviour occurs in a classroom during a teaching session or elsewhere.

As there is no legal definition of reasonable force, the following must be considered when making any judgement:

- It will always depend on the circumstances of the case.
- Staff have a duty of care to learners, but are not required to put their own safety at risk.
- The school starts from a 'no contact' position.
- Incidents where force is used should be recorded and parents informed. Staff must retain a written record of any event that is not routine (retained for an appropriate time scale, in case of future enquiry).
- That it is unlawful to use force as a means of punishment.
- The degree of force must be in proportion to the incident. It must be the minimum force needed to achieve the desired result.

- The age, understanding and sex of the child should be taken into account.

All staff have the school's complete support for carrying out the procedures listed in this Policy and in dealing with any non-routine circumstances with learners or parents. Where possible, staff are encouraged to have a witness present when dealing with such circumstances. Staff receive Step On training on dealing with and managing difficult behaviour (renewed every two years). Some staff also receive Step-Up training on physical restraint (renewed annually). In some cases, risk reduction and behaviour plans are created around a child with a specific behavioural need. This is done in agreement with parents and is shared with all staff.

Liaison with Parents and Other Agencies

For the school to realise the aims of this policy it is vital that learners' families are closely involved in supporting the implementation of our strategies. We also recognise the role that the immediate community and other schools and agencies have to play in a child's development. In the light of this we actively encourage the appropriate participation of all these bodies in the education of learners in our care.

It is the responsibility of both the school and parents to foster good values and to enable learners to develop acceptable views of right and wrong. For parents this means:

- Encouraging their child to develop a positive attitude towards our diverse, multi-cultural community by setting a good example at home.
- Communicating with their child's teacher and other staff, aiming to be positive and productive, working towards moving their child on in their learning.
- Ensure that all dealings with school staff are conducted calmly and in an acceptable manner. Certain expectations are defined within the School Community Code of Conduct (see Appendix 1).

Should any parent or other visitor to the school not follow this Code and display unacceptable behaviour, the following consequences will apply to that person:

- All staff have the right to refuse to speak to them
- They will be asked to leave the premises immediately
- If they refuse, the police will be called to remove them
- A written warning will be sent
- Repeated misconduct will result in their permission to enter school property being revoked and a letter of confirmation will be issued (see Appendix 2). This means they will not be permitted to attend teacher meetings, activities, functions or events.

This policy has been instigated and compiled by the Full Governing Body and is made publicly available. The main requirements, listed in the School Community Code of Conduct are published annually on the CJS and CIS websites and in the school brochures. The whole policy, which is continually under review, is available from the School reception on request.

Links to other policies

- MSA guide – Building Better Break Times
- Home School Agreement
- Attendance policy
- Safeguarding and Child Protection

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- Critical incidents
- Equality and Diversity

Appendix 1: The School Community Code of Conduct

In our School, everyone will show care, courtesy and consideration for others at all times. This means that:

- Learners have a right to learn
- Teachers have a right to teach
- Noise levels will be appropriate to the situation and task
- Movement around the School will cause no disruption to others
- Property and the environment will be looked after and respected
- Everyone will behave calmly and in an acceptable manner
- Bullying, in any form, will not be tolerated

Appendix 2: Tier 2 and Tier 3 Support Plans



Tier 2 - Team Support Plan

Details Name: Class: Teacher: TA:	Other Agencies Involved: SEN: Yes /No	Current Levels: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Reading:</td> <td style="width: 33%;">Writing:</td> <td style="width: 33%;">Maths:</td> </tr> <tr> <td>Significantly Below EXP</td> <td>Significantly Below EXP</td> <td>Significantly Below EXP</td> </tr> <tr> <td>Working Towards</td> <td>Working Towards</td> <td>Working Towards</td> </tr> <tr> <td>At Expected</td> <td>At Expected</td> <td>At Expected</td> </tr> <tr> <td>Greater Depth</td> <td>Greater Depth</td> <td>Greater Depth</td> </tr> </table>	Reading:	Writing:	Maths:	Significantly Below EXP	Significantly Below EXP	Significantly Below EXP	Working Towards	Working Towards	Working Towards	At Expected	At Expected	At Expected	Greater Depth	Greater Depth	Greater Depth
Reading:	Writing:	Maths:															
Significantly Below EXP	Significantly Below EXP	Significantly Below EXP															
Working Towards	Working Towards	Working Towards															
At Expected	At Expected	At Expected															
Greater Depth	Greater Depth	Greater Depth															
Date of first Team Support plan cycle:	Date of second Team Support plan cycle:	Meeting with Pastoral and Parents held. Date:															
Number of timeouts during the first week of support plan:	Number of timeouts during the second week of support plan:	Describe the behaviours causing issues:															
Are there any known triggers?		2 Week review point:															
Continue with another Team Support Plan cycle? Yes/No		Reasons for decision:															
Goal 1	Support in Place	Review															
Goal 2	Support in Place	Review															
Goal 3	Support in Place	Review															



Tier 2 - Team Support Plan

Copy of plan emailed to: Class Teacher, Class TA, Mrs Land, Mrs John,
Date of email: <input style="width: 90%;" type="text"/>

Overview of progress – completed by Pastoral

Tier 2 – Record of progress

Date started:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	What went well?				
	What needed to improve?				
Week 2	What went well?				



Tier 2 - Team Support Plan

	What needed to improve?				
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Tier 3 – intensive support plan

Details		Other Agencies Involved:		Current Levels:		
Name: Class: Teacher: M TA:		SEN: Yes /No		Reading: Significantly Below EXP Working Towards At Expected Greater Depth	Writing: Significantly Below EXP Working Towards At Expected Greater Depth	Maths: Significantly Below EXP Working Towards At Expected Greater Depth
Date of first Team Action plan cycle: (See paper work for detail)		Date of second Team Action plan cycle:		Date of third Team Action plan cycle:		Date of fixed term exclusion: (See paper work for detail)
Number of timeouts during the last Team Action plan cycle:		Number of timeouts during the first 2 weeks of Intensive support plan:		Number of timeouts during the second 2 weeks of Intensive support plan:		Number of timeouts during the third 2 weeks of Intensive support plan:
2 Week review point: 4 Week review point 6 Week review point Continue with Intensive support plan? YES/NO				Reasons behind decision:		
Goal 1	Support in Place - - Action:			Review	Review	Review:
Goal 2	Support in Place – - -			Review	Review	Review:
Goal 3	Support in Place -			Review	Review	Review:
Copy of plan emailed to:				Agreed method of contact with parent on a daily basis:		

Overview of progress – completed by Miss Hubble/Teacher

Tier 3 – Record of progress

Date started:	Monday	Tuesday	Wednesday 05/02/2020	Thursday 06/02/2020	Friday 07/02/2020
Week 1	What went well? What needed to improve?				
Parent contacted					
Week 2	What went well? What needed to improve?				
Parent contacted					
Week 3	What went well? What needed to improve?				

A Tier 3 Intensive Support Plan lasts for a period of 6 weeks.

Appendix 3 Unacceptable behaviour of parents/guardians

Example response letter to parents/guardians who behave inappropriately – e.g. Behave poorly on school premises or direct anger towards any member of staff; use abusive or inappropriate language whilst attending meetings or visiting the school; be violent in any way, shape or form.

This letter should be personalised for each circumstance and only issued after a previous written warning

Dear

I must inform you that the Costessey Junior School community will not tolerate conduct of this nature on its premises, particularly as this is not the first time that you have been verbally abusive and

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threatening on the Academy site. In a letter dated 20...., you were warned that further incidents of this nature would not be tolerated.

I am therefore withdrawing permission for you to enter the school premises with immediate effect.

You may not re-enter the premises without a previously agreed appointment. Appointments will not be made unless you have clearly justified, in a written request, why the matter cannot be dealt with by an exchange of letters.

If an appointment is agreed to you should, on entering the premises, report immediately to Reception and leave the premises immediately after the appointment.

Alternatively, it may be possible to agree for another member of your family to attend appointments on your behalf.

If you do not comply with this instruction I shall arrange for you to be removed from the premises and prosecuted under Section 547 of the Education Act 1996. If convicted under this section, you are liable to a fine of up to £500.

There is however, still the possibility of reviewing this decision and I would like to give you an opportunity to provide, in writing, any comments or observations of your own in relation to your conduct. These comments may include any expressions of regret on your part and any assurances you are prepared to give about your future good conduct.

To enable the school to make a timely decision on this matter, you are asked to send me any written comments you wish to make within ten working days from the date of this letter.

If on receipt of your comments I consider that this decision should be reviewed, you will be informed in writing.

Mrs Katie Lawson

Principal Principal@CostesseyJunior.co.uk Principal@CostesseyInfant.co.uk