

**Islington Futures**  
*A federation of community schools*

**Copenhagen Primary School**

**Behaviour and Anti-Bullying Policy**

*The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of this law is the same as in the past, meaning that 'schools cannot discriminate against pupils because of sex, race, disability, religion or belief or sexual orientation' This policy is written in accordance with this Act and should be read in conjunction with the Child Protection Policy, the Computing and E-Safety Policy, the Equalities Policy, the SEND Policy and the Social Media Policy. It is underpinned by the principles of Keeping Children Safe in Education (2018).*

## **Introduction**

Copenhagen Primary School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities. It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief. We believe that children and pupils flourish best in an ordered environment, in which everyone knows what is expected of them and where everyone feels valued. At Copenhagen Primary School we encourage and reinforce positive behaviour and it is acknowledged that society expects good behaviour as an important outcome of the educational process. We have an embedded school ethos in which bullying is regarded as unacceptable. All incidents of bullying will be taken seriously and it is accepted that it is everyone's responsibility to try to prevent any occurrences of bullying and every effort is made to deal with any incidents quickly and effectively.

This policy is therefore designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe and secure.

## **Aims of the Policy**

- To define acceptable standards of behaviour, including developing an understanding of what constitutes bullying behaviour
- To create an environment encouraging and reinforcing positive behaviour
- To encourage a clear and consistent response to all aspects of behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure consistent approaches to any incidents of bullying
- To encourage the involvement of both home and school in the implementation of the policy
- To continue to provide a safe, caring environment for the whole school community

## **Standards of Behaviour**

The children bring to school a variety of behaviour patterns based on varied experiences outside of school. At Copenhagen Primary School we work towards standards of behaviour based on the basic principles of honesty, respect, kindness, integrity and responsibility.

We have high expectations of standards of behaviour. Copenhagen Primary School has a central role in the social and moral development of its pupils, as much as it does their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic targets, we can measure standards of behaviour in terms of the children's progress and developing ability to reach our expected behavioural standards. We are clear with pupils about our anti-bullying ethos and that it is always right to tell an adult about any incidents of bullying behaviour.

## **School Ethos**

The adults in Copenhagen Primary School have an important responsibility to model high standards of behaviour, both with the children and with each other. We aim to achieve this by:

- Providing a caring and effective learning environment
- Having realistic expectations
- Emphasising the importance of being valued as an individual within the school
- Promoting honesty and courtesy
- Encouraging relationships based on kindness, respect and an understanding of the needs of others
- Showing appreciation of the efforts and contributions of all
- Ensuring the fair and equal treatment of all regardless of age, gender, LGBT, race, ability and disability

## **The Curriculum and Learning**

At Copenhagen Primary School we believe that a broad, balanced and appropriately planned curriculum with effective teaching and learning, contribute to good behaviour. Lessons should have clear objectives, understood by the children and should be differentiated, where appropriate, to meet the differing needs of the children, whatever they may be. Feedback is given to the children relating to their progress and achievements in order to value their efforts. Bullying issues are directly addressed in the PSHE lessons across the year groups, including addressing misconceptions related to stereotyping and gender issues.

## **Classroom Management**

At Copenhagen Primary School we believe that classroom management and teaching methods have an important influence on children's behaviour. Relationships between teacher and children, strategies for encouraging positive behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop the skill of independent working and should provide an environment conducive to the development of positive behaviour. Furniture, materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through valuing every individual's contribution; overall, classrooms should provide a welcoming environment. A 'whole body listening' approach is used across the school, with visual prompts displayed to remind pupils of the skills needed to listen and learn actively.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Any negative behaviour issues should be approached with an appropriate level of sensitivity and discretion. We endeavour to follow the practice of Rip Pip (Reprimand in public, Praise in private) in most 1:1 interactions with children.

## **Copenhagen Ways**

Whole school 'Copenhagen Ways' (the school rules) are displayed in prominent areas and classrooms around the school and set out our behaviour expectations and the code of conduct for our school. The children at Copenhagen Primary School are always 'Ready', 'Respectful' and 'Safe' – the three values which underpin the six 'Ways'.

The Copenhagen Ways are:

- Kept to a necessary minimum
- Positively stated (what to do rather than what not to do)
- Written in language appropriate to the age and level of maturity of the children
- Displayed clearly
- Consistently applied and enforced
- Values shared with the parents
- Used as a shared language by staff across the school

At the beginning of each year, class teachers negotiate a class contract with their children, actively encouraging everyone to take ownership of that contract.

### **Praise and Rewards**

At Copenhagen Primary School, praise and rewards are the foundation of our whole policy and approach across the school. Rewards have a motivational role in helping children to see that good behaviour is valued and most children respond positively to them. Praise is the most common reward, verbal and written, formal and informal, private and public, to individuals and groups. Rates of praise for behaviour should be as high as that for academic achievement.

### **One Voice**

At Copenhagen Primary School, every year group has a visible 'One Voice' display in the classroom, devoted to collecting ticks. This is a visible record all the good behaviour in the classroom that day. The ticks are collected, counted and recorded each day then translated into a reward, either daily or weekly – depending on the class. This strategy celebrates sensible 'whole class' behaviour during transitions (lining up and tidying up) and active-learning behaviours during the lessons. As opposed to a public 'names on the board' system, this strategy promotes class togetherness instead of highlighting individual choices whether good or bad. We have a strict policy of not publicly displaying children's names after any negative behaviour.

### **Other rewards used in school are:**

- House Points (used for teams or using the Copenhagen Ways around the school) collated each week in assembly
- Head Teacher recognition (HT sticker)
- Recognition during our Wonderful Week Assembly every Friday (a chance to walk down the red carpet)
- Individual Wise Owl chart leading to progressive certificates for academic success and endeavour (bronze, silver, gold and platinum) awarded in Friday Assembly
- At least 4 positive messages home to individual parents a week (post cards, certificates, stickers, texts and verbal)
- Good work is displayed on the walls throughout school

**N.B.** Individual class teachers are able to include further reward systems at their discretion e.g. table points; marbles in a jar; extra break.

### **Strategies for Negative Behaviour and Sanctions**

Although rewards are central to the encouragement of good behaviour, the children must understand that if they chose not to follow the Copenhagen Ways (including any incidents of bullying behaviour) there will be consequences; sanctions are used to register the disapproval of unacceptable behaviour and should be characterised by the following features:

- It must be clear why the sanction has been given
- It must be made clear what changes in behaviour are required to avoid further sanctions

- It should focus on the behaviour not the individual
- Reasons for the behaviour must also be reflected upon by the teacher when setting the sanction

The sanctions used in school include (from minor to major):

- Tactical ignoring
- Tactical pausing
- The 'look'
- Verbal reminder(s) of expected behaviour (discretely and sensitively but clearly)
- Proximity praise
- Behavioural direction – use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with 'thanks' - keep direction brief
- An offer of help from the teacher or TA
- A discussion of choices – brief time out and back to work or lost learning
- Lost learning (time that the child spent off-task in class) to be completed during break time or lunch, either in class with the teacher or with a Senior Leader in the Reflection Room
- A child may also benefit from being sent to another classroom for a short time (no more than 10 minutes) – if a child refuses to attend another class or move away from the main learning group, tactfully ignore, giving space and time to make appropriate choices, then if still refusing, contact a Senior Leader – make sure that the child is aware of why they have been sent out
- Intentional disruption of other's learning and refusal to comply with the above strategies will lead to an immediate referral to a Senior Leader
- Contact parents (informal 'chat' with class teacher or more formal appointment arranged) and monitor follow up arrangements put in place
- Repetitive negative behaviour may result in the child being placed on a child-centred Behaviour Support Plan

**N.B.** If a child is involved in a physical altercation at any point during the school day they are to be sent to either the SLT office or the school office, whereby parents will immediately be informed.

### **Children with Specific Behavioural Needs and Vulnerable Pupils**

At Copenhagen Primary School we recognise that some children have specific needs with regard to their behaviour. For those identified with SEND, the system may be altered and adapted to meet their needs. Some will stand outside the policy according to their Education, Health and Care Plan or Individual Behaviour Plan which will indicate the actions planned to address and support their needs.

### **Equality for All**

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all our pupils. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as,

- Educational Psychologist
- Behaviour support specialists
- Local PRU outreach service
- Educational Welfare Officer
- Families First Team
- Social Care

### **Physical Contact**

Copenhagen recognises that for some staff, physical contact is an integral part of their role, for example, in the teaching of physical skills such as swimming and gymnastics. Various forms of therapy, the administration of first aid and intimate care involve touch. It is also used to reassure and comfort children. This is especially pertinent during the settling-in period in EYFS classes where children may need to be cuddled and offered physical reassurance. Staff will comfort children where necessary (child initiated), but will use minimal physical contact. Friendly physical contact also helps develop relationships, which is crucial to the EYFS, so we ensure staff are trained in safeguarding and endeavour to teach children about personal space.

On occasions, school staff may need to use reasonable force to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported. All members of school staff have the legal power to use reasonable force. Force will never be used as a punishment.

Example of circumstances when proportionate use of force may be reasonable:

- Pupils found fighting will be physically separated
- To protect people or property
- To move children to a safer place
- To prevent children from behaving in such a way that seriously disrupts school activities
- To prevent a pupil harming themselves or others through physical outbursts

All incidents where holding has been appropriate are recorded, parents / carers informed and actions put in place following the incident. In the follow up to such an incident, the school will continue to manage the situation using restorative approaches. There are currently 10 members of staff with up-to-date Team Teach training.

### **Restorative Approach**

For real change to take place it is essential that the children face up to their own responsibilities in a realistic and reflective manner. We are giving pupils the skills to independently make better and more informed choices in the future and encouraging them to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again. This may take the form of 'restorative conversations' with the adults working in the class or with a member of the Senior Leadership Team.

### **Playtimes and Lunchtimes**

Positive behaviour is reinforced at playtimes by TAs and HLTAs, all of whom are contracted and trained to be covering that time. Lunchtimes are also covered by TAs and HLTAs as well as Lunchtime Supervisors. Copenhagen Ways are displayed and lunchtime awards are given out in Friday Assemblies. Sanctions for poor choices of behaviour follow those used by class teachers, including reference to class teachers or SLT as needed.

### **Exclusions**

We are an inclusive school and will work hard to develop strategies to include all children, however, in the case of very serious offences which fall outside the boundaries of acceptable behaviour, the Head of School may exercise the right to exclude a child from school to maintain the health and

safety of all the community. Such exclusions may be fixed or permanent. Islington LA has a set procedure to be followed where a child is to be excluded.

Internal Exclusions;

Internal exclusions will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incidents. The class teacher must liaise with the teacher of the class to which the pupil is being sent and work will be set for the period of time.

External Exclusion;

Only the Head of School can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made.

## **Bullying**

Bullying is action taken by one or more children with the deliberate intention of hurting or causing distress to another child, either physically or emotionally. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. Bullying is not just face-to-face, but can also be experienced by use of social media (cyber bullying).

Most definitions of bullying consider it to be:

- Deliberately hurtful and/or repeated, often over a period of time
- Difficult for victims to defend themselves against

Specific examples of types of bullying are given in Appendix 1. It is clearly acknowledged that bullying hurts and no one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Identifying bullying is not always easy and school staff will work hard to ensure that all pupils know the difference between bullying and simply 'falling-out'.

The following things will be considered when determining whether a situation is actually a bullying incident:

- Those being bullied are not in a position to stop the process
- It is a persistent situation, not isolated incidents
- It is not usually as noticeable or obvious to others
- It has the intent to hurt or upset the victim
- It is not limited to physical hurt – it can be social or psychological
- The effect of the action on the victim is the key determining factor, not the action itself

If a child or young person feels bullied, the situation will be treated as such by those it is disclosed to until fully investigated. The detrimental effects of bullying can be brought on by incidents that may, for others, be considered unimportant or not serious enough to warrant intervention. It should be remembered, however, that it is the effect that is the cause for concern and not just the actions. Possible signs and symptoms of bullying are given in Appendix 2. All cases of bullying will be treated individually and dealt with depending on the effect and circumstances surrounding them. Prevention and reaction strategies should aim to protect the victim/potential victim from further harm. Punishments and sanctions, as essential as they may well be, are secondary to the safety and well-being of a victim of bullying.

## **Actions to Prevent Bullying in School**

- The ethos of our school and our Copenhagen Ways reflect the importance we place on high standards of social behaviour and our concern for the welfare of every child. Promotion of anti-bullying procedures and strategies to all members of the school community is important. Leaflets, posters, assemblies, questionnaires and competitions will help to promote the key messages
- Through our PSHE and E-safety curriculums, all teachers deliver integrated preventative work which deals with bullying issues, relationships, responsibility and the effects of negative treatment, including gender stereotyping, racial and LGBT issues. Children learn about these aspects through whole class teaching, group work, role play, stories and circle time activities. Staff will encourage children at an early age that it is safe to talk about any worries that they may have
- School assemblies and Collective Worship contain planned and specific references to relationships, responsibility, respect and care for one another. SEAL (Social and Emotional Aspects of Learning) materials are available to use as assembly themes
- We also believe that children and young people themselves must take an active role in reducing and responding to bullying and advocate the role of peer support strategies as an important element of our anti-bullying work in school. Informal peer support is used to provide opportunities for friendship development/peer group enhancement
- Pupils are told that they must report any incidence of bullying to an adult in school; also when another pupil tells them that they are being bullied or if they see bullying taking place, it is their responsibility to tell an adult
- Reported incidents will be monitored, shared with an SLT member and followed up
- All staff will be vigilant and watch for early signs of bullying or distress in pupils, even before formal concerns have been raised

### **Procedures for Dealing with Bullying**

When dealing with bullying, staff will follow these fundamental guidelines:

- Never ignore suspected bullying
- Do not make premature assumptions
- Listen carefully to all accounts
- Follow up proven cases to check the bullying has not returned
- Keep detailed records
- In serious cases, parents must be informed and a meeting with them arranged to discuss the problem
- Adequate time will be provided for staff to deal with disclosures. Staff will be supportive of colleagues – both in creating time and in being a joint part of the solution

### **Bullying off the School Premises**

Copenhagen Primary School is not directly responsible for bullying off the school premises; however if either or both the victim and bully attend our school, careful monitoring will take place with further action taken if this is required. Pupils and parents are made aware of the dangers around the use of social media, such as Facebook, Instagram and online gaming through newsletters, letters, school website and E-safety awareness sessions. Online safety and responsibility are taught as key factors in using social media.

### **Recording and Monitoring of Bullying Incidents**

Written records of concerns/incidents, and resulting actions will be kept by the Head of School. Staff involved in the first instance should record communications and actions, using the forms provided (Appendix 3), to be passed on to the Head of School. The Head of School's involvement in the process will depend on the nature of the bullying.

## **Communication and Parental Partnership**

At Copenhagen Primary School we give high priority to clear communication within the school and to a positive partnership with parents; these are crucial in promoting, maintaining and celebrating high standards of behaviour and protecting pupils from bullying. Our 'Home-School Agreement' forms the basis of our partnership with parents (Appendix 4).

Parental participation in many aspects of the school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought when devising any necessary plans linked to these concerns.

If parents become aware of bullying behaviour involving their child, parents' progressive courses of action entitle them to:

- Have an appointment with the class teacher and / or senior member of staff
- Have an action plan drawn up to prevent further bullying, which includes clear responsibility and review dates (Appendix 3)
- Have their concerns heard by Governors
- Contact the Executive Director of representative for guidance

## **Role of the Head of School**

It is the responsibility of the Head of School to implement the school Behaviour and Anti-Bullying Policy and to ensure that all staff are aware of the policy. The Head of School will report to the governing body about the effectiveness of the policy on request and will keep a record of bullying incidents and action plans.

The Head of School will ensure that all children know that bullying is wrong, and that it is unacceptable behaviour. The Head of School will ensure that all staff receive sufficient training/information to be equipped to deal with incidents of bullying as appropriate.

The Head of School sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to part of their behaviour.

## **Role of Governors**

To participate in the development and review of this policy and monitoring its effectiveness across school.

The Governors require the Head of School to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body will notify the Head of School and an investigation of the incident will take place

## **DfES**

On-line Anti-Bullying information services  
'Don't Suffer in Silence' [www.dfes.gov.uk/bullying/](http://www.dfes.gov.uk/bullying/)  
Includes news, useful links, anti-bullying pack for schools

'Stand up for us – challenging homophobia in school' – DOH, DfES Healthy Schools publication  
[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

### **Voluntary Organisations**

Childline – Independent helpline for children and young people  
Tel: (0800) 1111 open 24 hours

Advisory Centre for Education (ACE)  
Helpline Tel: 0808 8005793 (2pm-5pm weekdays)  
Advice line for parents on all matters concerning schools

Advice for Governors – 'Governors briefing on bullying'  
1C Aberdeen Studios, 22 Highbury Grove, London N5 2DQ

Anti-Bullying Campaign  
Tel: 0207 3781446 (10am-4pm weekdays)  
Advice line for parents and children

Children's Legal Centre  
Tel: 01206 873820

Kidscape  
Tel: 0207 7303300 [www.kidscape.org.uk](http://www.kidscape.org.uk)  
A wide range of publications for young people, parents and teachers

Parentline Plus  
Tel: 0808 8002222  
National helpline for parents

Bullying Online  
[www.bullying.co.uk](http://www.bullying.co.uk)

Approved by:	Amardeep Panesar
Written by:	Rebecca Thomson
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## **APPENDIX 1**

### Some Types of Bullying

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting e.g. hiding books, threatening gestures
- Physical – pushing, kicking, hitting, punching or any use of violence/aggression
- Racist – racial taunts/name-calling, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – focussing on the issue of sexuality
- Stereotyping – focussing on gender 'expectations'
- Verbal – name-calling, spiteful sarcasm, spreading malicious rumours, insults relating to family members, teasing
- Cyber – Internet chatroom and email misuse, mobile phone call threats/text messages, camera/video misuse, misuse of others forms of social media (e.g. Snapchat, Instagram)
- Other – other prejudices e.g. disabilities, appearance, family, religion, culture

## **APPENDIX 2**

### Possible Signs and Symptoms of Bullying

The following signs, symptoms and behaviour may be possible indicators that a child is being bullied. School staff and/or parents should be aware of these possible signs and investigate if a child:

- Is frightened or unwilling to go to school
- Changes their usual routine
- Becomes withdrawn, anxious or lacking in confidence
- Threatens to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- School work starts to suffer
- Comes home with clothes/property damaged or missing
- Has unexplained cuts or bruises
- Asks for money or starts stealing money
- Becomes aggressive, unreasonable or disruptive
- Starts to bully other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

**APPENDIX 3** – Forms relating to Bullying Incidents



Recording and Monitoring of Bullying Incidents

Date/Time of Incident	Details of Incident	Pupils Involved	Logged by

Anti-Bullying Action Plan

Date:

This action plan has been discussed and agreed by the school, pupil and parent(s).

Signed: \_\_\_\_\_ (Head of School) \_\_\_\_\_ (Pupil) \_\_\_\_\_ (Parent)

Action and Desired Outcome	Responsibility	Review Date

**Child's name**..... **Year** .....

**School**

School will:

- Promote pupil enthusiasm by offering a broad, rich curriculum, providing a high standard of education
- Provide exciting opportunities for extra-curricular activities, educational visits etc.
- Provide a safe, stimulating, learning environment
- Celebrate pupil's achievements
- Care for pupil's safety and wellbeing
- Communicate clearly with parents/carers (including parents' evening, newsletters, school website, class blogs, home-schools books) and listen to parental concerns with respect
- Offer a welcoming, courteous environment to parents/carers

Signed

Miss A Panesar (Head of School)

**Parents/Carers**

As parents/carers, I/we will:

- Make sure that our child attends regularly and punctually
- Keep school up-to-date with contact details and medical information
- Support our child with Home Learning, encouraging a positive attitude to learning
- Celebrate our child's achievements
- Make sure that our child has the correct uniform and equipment each day
- Act as role models for our child, showing courtesy and respect for other parents and school staff
- Attend meetings/workshops at school, staying up-to-date with our child's progress and any concerns
- Raise and concerns/issues that we have about our child (with the class teacher, at first)
- Read information sent from school, so that we are aware of events, etc.
- Be responsible with our use of social media (in-line with the school's Social Media Policy), respecting the school, parents, pupils and staff

Signed

Date

**Pupils**

As a pupil, I will:

- Follow Copenhagen Ways, trying my best all the time
- Choose positive behaviour
- Come to school every day and on time
- Wear my school uniform and take good care of my belongings
- Be a positive member of my class, supporting my classmates and celebrating everyone's achievements
- Do my Home Learning, including reading, spellings and times tables, to the best of my ability

Signed

Date

## Internet Acceptable Use Agreement

Child's name..... Year .....

### Pupils

As a pupil, I will:

- Ask permission before using the internet
- Not use social media sites in school unless part of a specific learning activity
- Use websites for research that have been approved by a member of staff
- Report any on-line materials that have upset me to an adult
- Keep myself safe online by not revealing personal information (full name, address etc)
- Use polite language in all online interactions
- Only accept online contacts from people that I know in person
- Ask for permission before downloading materials onto school computers/ipads
- Engage actively with e-safety sessions provided at school
- Apply the same approach to online activities at home, including online gaming and use of social media

Signed: (parent/KS2 pupil)

Date