



Discipline, Behaviour & Anti-Bullying Policy 2017

The vast majority of the pupils at Stanah Primary School conduct themselves appropriately, have good manners and are well behaved. There are occasions, however, when certain children do misbehave and need to be corrected. This policy describes the expectations we have of our pupils and the methods we employ to manage behaviour effectively if children do not conform. Our aim is always to be positive, to reward good behaviour and to avoid conflict with children whenever possible.

All our pupils are expected to demonstrate a basic standard of behaviour based on politeness, obedience and civility.

Stanah School Rules

- Work hard
- Be kind

Behaviour of Children in School

All children should be encouraged to be well mannered and polite whilst in and out of school. They should respect each other, their teachers, other adults, visitors, personal belongings, school resources, equipment and the building. They should conform to a basic standard of good behaviour. (Children who misbehave will be sanctioned). The staff will report persistent or very serious acts of misbehaviour to the Senior Leadership Team, who may inform parents and the Headteacher. The Headteacher or member of the SLT, teacher and parents will work together to address the problem.

All children should be encouraged to be well mannered and polite whilst in school. They should respect each other, their teachers and all those they meet in school. They should conform to a basic standard of good behaviour. Children who misbehave should be sanctioned (see 6.3 below). Persistent misbehaviour should be reported to the headteacher.

Teachers should not send letters home to parents about a child's behaviour without first consulting the headteacher.

General movement around school:

- Walk around the building;
- Use an indoor voice;
- Walk on the left of corridors and stairs;
- No children to be left unaccompanied in classrooms;
- All staff to police this and challenge any poor behaviour.

Detentions:

- Teachers can give detentions at break time and lunchtime, but must supervise this themselves, or arrange a cover system with their Year group partner;
- If a lunchtime detention is given, make sure it coincides with child's 'play time' not their lunch time in the hall.

Start of day:

- KS2 Teachers on duty on yard for 8:40am, wearing high visibility jacket;
- Ensure all parents are ushered off the playground;
- Ensure football is not being played;
- 08:50am all teachers onto the yard to collect their classes;
- Teacher on duty blows whistle for children to line up;
- Teachers to 'walk their line' praising good lining up behaviour and correcting poor behaviour;
- Teacher reminds children that they will be walking silently in single file, then sets off, checking that this is being adhered to;
- If class need to go upstairs, teacher reminds them to walk in single file on the left and use indoor voices before they set off.
- KS1 parents & carers drop their child off at one of two doors at 08:50 where an adult will greet them and direct them to the cloakroom and then the classroom, where the class teacher will be waiting, ready to start the school day at 08:55. Year 1 will enter school through the blue Y1 door and Year 2 will enter through the blue door adjacent to 2S.
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Break time:

- Teacher on duty on yard for 10:30am and waits until another member of staff joins them before visiting the facilities;
- All teachers to walk their class to the door to the playground. Children must not be walking around unaccompanied;
- TAs ensure movement along the corridors is calm and behaviour is good;
- All staff will have a clear rota of duties at breaktime;
- At 10:45am all teachers and TAs onto the yard to collect their class;
- Teacher on duty blows whistle
- Teachers and TAs to 'walk their line' praising good lining up behaviour and correcting poor behaviour;
- Teacher reminds children that they will be walking silently in single file, then sets off, checking that this is being adhered to;
- TAs to join the back of their class' line and ensure good behaviour is being followed;
- If class need to go upstairs, teacher reminds them to walk in single file on the left and use indoor voices before they set off.
- Once children in the classroom, TAs to visit facilities.

Lunchtimes:

In KS1

- Children from Foundation Stage enter the hall first followed by Y1 and Y2.
- All teachers to walk their class down to the dining hall, or to the door to the playground in an orderly fashion;
- Staff member on duty to patrol dining hall and challenge poor behaviour

In KS2

- First sitting: Year 6 and Year 3 packed lunches first, followed by Year 3 dinners.;
- Second sitting: Year 4 (1st) and Year 5;
- All teachers to remind their classes to take any coats, bottles and packed lunches down to the hall with them;
- All teachers to walk their class down to the dining hall, or to the door to the playground in an orderly fashion;
- SLT member on duty to patrol dining hall;
- SLT member on duty to call groups in from the quad area.

Awards:

- Stanah Superstar for excellent work, attitude or behaviour
- Star Writer – excellent piece of written work or for good effort, or great improvement. Work is displayed on the 'star writer' board.
- Maths Star – excellent piece of Maths, or for good effort, or great improvement.
- Head Teacher's Award – one for KS1 and KS2.
- Merits will be awarded in all classes for good work, or effort in class.
- All classes will use Class Dojo to encourage good behaviour in class. Teachers and TAs can award Dojo points throughout the day using a tablet, or display on the Smartboard.
- Parents will be sent messages whenever their child receives a positive Dojo point.
- Welfare Assistants will award Dojo stickers to communicate with parents about their child's behaviour/attitude at lunchtime.

New School Rules:

- The Stanah school rules will be 'Work hard, be kind'.
- Children to suggest ways that we can model these rules, e.g: work hard = listen to the teacher; always try your best; ask for help, etc.
- These suggestions form part of a 'behaviour board' in the KS1 and KS2 halls;
- All classes have a behaviour display in their classrooms with the 'work hard, be kind' motto;
- All teachers lead a PSHE lesson on what these rules will look like in their classroom and add their children's suggestions to the display;
- All staff use the 'work hard, be kind' terms when reminding children, or praising them about their behaviour;
- All staff are pro-active in encouraging and enforcing the required behaviour.

Promoting Positive Behaviour

Whenever possible, emphasis will be placed on rewarding the positive rather than punishing the negative. A merit point system is in place to record academic achievement and Dojo points are awarded for positive behaviour. All outstanding work or effort from a pupil will be made known to the Headteacher and a Headteacher's award will be issued.

Class teachers may wish to reward a whole class or group of pupils. This may take the form of an extra ten minute playtime.

In addition to other rewards, one child from each class who has behaved particularly well or tried especially hard with something during the week will be awarded the *Stanah Superstar* award and will have their names mentioned in the 'Stanah Standard'. The parents of those pupils will be invited to attend the assembly. The *Stanah Superstars* will also be invited for a drink and a biscuit with the Headteacher or Deputy Headteacher and their photographs will be displayed.

At the end of each half term, in KS2, there will be a celebration afternoon whereby the children who have displayed positive behavior will be rewarded. A target number of Dojo points will be set by each class teacher for the children to achieve. Those children who have not achieved the set target may miss a proportion of the celebration afternoon. ***NB each year group will decide upon the content of the reward afternoon.***

In KS1, the children will be rewarded for their positive behavior with weekly 'Golden Time'. The children who have moved their name to the 'Raindrop' may miss a proportion of this.

Each week in KS1, a certificate will be awarded to the child who has the most Dojo points.

The main aim of the reward process is to encourage all our pupils to follow the school rules, work hard and to be well mannered and thoughtful whilst in school.

Responding To Inappropriate Behaviour

It is always advisable to ask children what they were supposed to have been doing and how they should behave. They will then be able to acknowledge ownership of the misbehaviour and will be able to work to put it right.

For those children who behave inappropriately, certain sanctions are available to the staff and these vary according to the severity of the misconduct. For example, pupils may be required to repeat assignments of work or forfeit free time during the school day. Sanctions take the form of the removal of privileges e.g., loss of break times, free activities etc. These are at the discretion of the class teacher but children will not be kept behind after school or left alone in the classroom during break periods.

Minor behaviour problems are dealt with within the classroom. (See below) Children will be spoken to about their behaviour by the class teacher and will be given good behaviour targets to reach within a specific time scale. It may be necessary to tactically ignore certain behaviours and use positive reinforcement frequently.

The procedure to follow in response to children who misbehave is as follows:

Ask the child: What happened? Why? Who has been affected and how? How can we put it right? What have you learnt so as to make different choices next time?

In KS2, the 'Traffic light' system will be used. All children will begin each day on 'green'. If a child displays negative behavior, they will be asked to move their name to 'amber'. At amber, the child will either be provided with *time out* in the classroom or they will lose a proportion of their break time.

If the child continues to misbehave, the child will be asked to move their name to 'red' and staff may opt to send him/her to another classroom within the same year group with their own work for one lesson.

If the child's behavior improves, they can move back to green.

In KS1, all children will start the day on the sun, if their behaviour is exceptional and the teacher may move them onto the rainbow. This can be used as a positive role model tool in order to encourage other children to improve their behaviour.

Sanctions

- 1. Verbal warning**
- 2. Move to cloud**
- 3. Time out**
- 4. Raindrop = missed play (Rec 2nd timeout) and conversation with parent.**

If child's behaviour improves then they can move back up towards the sun.

When a pupil continues to misbehave, a letter or phone call will inform the child's parents of the problems in school and they will be asked to come in to school to discuss the situation.

If the bad behaviour still persists, refer to the appropriate member of the Senior Management Team or discuss with the SENCO so strategies can be put in place. It is important to note that whilst the child should be given the opportunity to begin each new day with a clean sheet, repeated incidents of poor behaviour should be recorded so that action can be taken to investigate any problems which the child is experiencing. Outside agencies might be consulted

If the child fails to respond in a positive way, a temporary lunchtime or whole day exclusion may then be considered and a full investigation of the problem will be initiated.

The withdrawal of children from N.C. subjects, e.g., P.E., games, swimming, etc., will never be used as a sanction for bad behaviour outside those lessons but may be used if the teacher considers that the presence of a pupil in that activity constitutes a danger to the child or to others in the group.

The parents of any child found to have caused wilful damage to school equipment or property, or to the property of another person in school, will be asked to provide compensation.

A member of the SMT will be involved and the child's parents will be informed immediately of any serious incident of misbehaviour in school.

Teachers' Powers to Discipline

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction. The Headteacher will have the right to limit the power to apply certain punishments to certain staff if necessary. Powers can also be extended when appropriate, e.g. to parent volunteers supervising children on a school trip.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Detention

At Stanah, children will only be given detention during the school day at playtimes and lunchtimes. They will not be given after school detentions. Detentions during the school day will be given for various reasons, such as unacceptable behaviour, for finishing work which has not been completed in lessons, or for incomplete homework.

- Outside the school gates

Staff have the statutory power to discipline pupils for misbehaving outside the school gates 'to such extent as is reasonable'.

Discipline outside of school may be applied when the child is:

- Involved in a school organized activity
- Travelling to and from school
- Wearing school uniform

Also, when the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, or a member of the public
- Could adversely affect the reputation of the school

Power to Search

School staff can search pupils, with their consent, for any item which is banned by the school rules. It is enough for the pupil to be asked to turn out their pockets, or open their bag.

Headteachers and staff authorized by the headteacher have the power to search pupils, or their possessions without consent, where they suspect the pupil has a prohibited item. Prohibited items are:

Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes, fireworks, pornographic images or any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

It is up to a person making a complaint to prove that the force was beyond 'reasonable'. Reasonable force can be used for control and restraint, e.g. blocking a pupil's path, standing between pupils, preventing damage to property, preventing pupils hurting themselves, or others, leading a pupil by the arm out of a classroom, separating a fight, removing pupils from the classroom who refuse to leave, preventing a pupil disrupting a school event or trip.

Confiscation of property

Staff can confiscate, retain or dispose of pupil property as part of punishment. Staff are protected from liability for damage or loss to confiscated items. Any weapons or controlled drugs must be passed to the police.

Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents to model positive behaviour at all times and in particular with their interactions with each other.

We display the school's rules, rewards and consequence systems and explain them in the school prospectus. We have a Home/School Agreement, which is signed by pupils, parents and the Headteacher. We expect parents to read these and support them. If a member of the school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved, then if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilized manner towards all school staff, as professionals, and that issue will be dealt with in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors, who will take appropriate actions in line with the Local Authority policy.

Dress & Appearance

Pupils wear their uniform with pride and dress smartly to reflect the ethos of the school. Extremes of fashion, both in terms of clothing and personal appearance, including jewellery and make up, are actively discouraged. By drawing attention to themselves in this way children open themselves to potential bullying and ridicule and distract other pupils from their work. In common with all other schools in the country, the headteacher reserves the right to make the final decision regarding matters of this nature.

Exclusions

The school has no obligation to provide supervision for children during the mid-day break and any child who repeatedly misbehaves at lunchtime, or is involved in an extremely serious incident such as bullying or injuring another person, may be required to go home for lunch for a short period of time.

If a child continues to exhibit inappropriate behaviour, or an extremely serious incident occurs, the Headteacher/Deputy Headteacher/Assistant Headteacher has the power to exclude that pupil from school for a specific period or permanently. Parents may appeal against exclusion; the matter would then be referred to the school governors.

For fixed period exclusions of 5 days or more full time alternative provision will be made by the school no later than the 6th day of the exclusion. Where a child receives consecutive fixed-period exclusions, these are regarded as a cumulative period of exclusion for the purposes of this duty. This means that if a child has more than five consecutive school days of exclusion, then education will be arranged from the sixth school day of exclusion, regardless of whether this is as a result of one fixed-period or more than one fixed-period exclusion. This would apply if a pupil is excluded for a day, then the decision is taken to exclude for a further 3 days, then a further decision is taken to exclude for a longer period eg. 4 days. In this case, alternative provision would be made no later than the 6th day of the pupil not being in school.

If an appeal is made to Governors, the decision they will make is either to 'decline a reinstatement; or direct reinstatement of the pupil immediately or on a particular date.'

Anti- Bullying Policy

Aims of the Policy

The aim of the anti-bullying policy is to ensure that all pupils learn in a supportive, caring and safe environment without fear of being bullied. The policy will both prevent incidents of bullying and ensure that any that do occur are dealt with effectively and consistently by all members of staff.

Definition

The staff and governors of Stanah Primary School accept the definition of bullying as ..."Behaviour which is hurtful or deliberate; it is often persistent, sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most bullying behaviour is an abuse of power and a desire to intimidate and dominate" (Tackling Bullying in Your School, S. Sharp & P. K. Smith).

Types of Bullying

It is accepted that bullying may take many forms including:

Physical - hitting, kicking, taking or damaging belongings.

Verbal - name calling, insulting, repeated teasing and racist remarks.

Emotional - spreading nasty rumours, excluding someone from social groups.

Technological - sending nasty text messages or e mails.

Homophobic- related to sexual orientation.

Statutory Duty of Schools

"Head teachers must, by law, have a policy to prevent all forms of bullying among pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to the bullies that the behaviour is unacceptable"

(Bullying: Don't Suffer in Silence - An advice Pack for Schools, DfE, 2000).

Effects of Bullying

Bullying can affect pupils in a number of ways. When pupils are bullied their lives are made miserable, they may suffer injury and they may be unhappy about coming to school. Over time they may lose self-confidence and self esteem, often blaming themselves for inviting bullying behaviour.

Bullying can affect the pupil's concentration and learning. Some pupils experience stress related illness; stomach aches, headaches, nightmares or anxiety attacks. All these symptoms should be carefully monitored by staff and reported to a member of the Senior Management Team if thought to be related

in any way to bullying. If unchallenged, other pupils can learn that bullying is a quick and effective way of getting what they want. Bullying can pervade the relationships of children and become accepted as normal. This will not happen at Stanah Primary School.

Bullying

- Class teacher to counsel both bully and victim immediately after the incident, offering clear and firm guidance.
- Record the incident on a Chronology of Events form.
- Inform both pupils' parents.
- The class teacher may consider additional disciplinary action, for example removal of privileges or loss of freedom / playtimes.
- All cases of racial abuse should be reported to the headteacher who will report the matter to the L.A.

Sexual Bullying

Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from Stanah Primary. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

Sexual bullying can also be related to sexual orientation. Children do not have to be either L,G,B or T to experience such bullying.

Strategies to deal with such bullying include:

- ◆ recording incidents in a separate incident book
- ◆ awareness by staff that homophobic, biphobic & transphobic bullying can occur
- ◆ challenging homophobic, biphobic & transphobic language and explore pupils' understanding – they might not understand the impact
- ◆ guaranteeing confidentiality and support for those being bullied
- ◆ implement discipline procedures if the bullying warrants it.

Victims of Bullying

Pupils who are being bullied are encouraged to speak to a responsible adult within the school at the earliest opportunity. They will be offered the opportunity to discuss the experience with their class teacher or a staff member of their choice.

The pupil will be reassured and continuous support will be offered to them. The restoration of self-esteem and confidence is a priority.

Staff will monitor the situation in the classroom, during lunch and in the playground.

Bullies

Pupils who have bullied will also be encouraged to discuss their behaviour with an adult in the school; usually a member of the SLT. This adult should try to discover why the pupil became involved and establish the wrong doing they have caused. It is of value to ask the child how they feel inside and why. Bullying often stems from a feeling of unhappiness and a sense of not belonging. The informing of parents, as mentioned above, will also help change the attitude of the pupil.

Concerns From Parents

Parents or Carers concerned that their child may be being bullied should contact the school immediately. A meeting with the class teacher and / or member of SLT will be arranged and a full investigation initiated. If necessary, the headteacher or a member of the SLT will be informed and the situation will be closely monitored.

Review of Policy

This policy will be reviewed annually. The school will assess its implementation and effectiveness.

Ongoing work

Within the curriculum the school will raise awareness to the nature of bullying through citizenship, P.S.H.E, assemblies and subject areas, in a continuous attempt to prevent such behaviour. An anti-bullying week will take place annually.

The School's Response to Bullying

The persistent bully will need help and firm guidance. When dealing with a child who has bullied another, staff should be clear, honest and direct in their responses, avoiding the use of humiliation, sarcasm, aggression, threat or manipulation.

In the first instance the response should, if at all possible, be immediate with possible follow up in the longer term. The incident should be recorded and the child's parents be informed. Each case should be considered in its own right. Disciplinary action may not always be appropriate. All cases of racial abuse should be reported to the headteacher who will report the matter to the L.A.

Following an incident of bullying, the policy of the school is to provide the pupils involved with some form of counselling in order to enable the pupils to discuss strategies for resolving the problem and avoiding further conflict. Outside support from specialist agencies will be utilised if necessary.

Final Statement

It is assumed that parents who choose to send their child to the school, will support and co-operate fully with the staff in maintaining high standards of work and behaviour, as stated in the home-school agreement.

