



## **St. Martin's CE Primary and Nursery School**

# **PUPIL BEHAVIOUR, DISCIPLINE, ANTI-BULLYING AND EXCLUSION POLICY**

### **Rationale**

Our School ethos is built upon mutual respect, trust and care for each other and this is clearly set out in our school's Vision and Aims document ('Being the Best We Can Be'). Our school's culture is one in which we focus on the positive and seek to promote good behaviour in all its guises. Children are encouraged to make a responsible choice and take responsibility for their behaviour. Our 'Being the Best We Can Be' document (Appendix 1) was created in partnership with children and is the cornerstone of our behaviour policy and practice.

Behaviour is central to a positive attitude towards learning, self-discipline and relating to peers and adults. It enables children to develop maturity, self-esteem and a caring attitude which combine to create a school community with an overall positive outlook and atmosphere.

We actively use the 'language of choice' with our children and they understand that if they make the wrong choice they will be choosing a negative consequence. We always describe the most helpful choice to our children and guide them towards making the right choice for themselves and others. All our children understand that they need to strive to be the best they can be for themselves and others. Good behaviour is rewarded within classes and also, in the case of excellent behaviour, a headteacher's award or an invitation to 'Top Table' lunch are given.

### **Consequences of Negative Choices**

If children, after being given the opportunity to make the right choice and having the preferred behaviour narrated to them, still make the wrong choice there are a number of consequences that may be put in place:-

- If the child is disrupting learning in their own class they may have to go and learn in another classroom, or in the office of the Deputy Head, SENDCO, Family Advocate or Headteacher.
- If a child hurts another child or continues with disruptive behaviour, after being given the opportunity to make a better choice, then parents and carers will be informed either face to face, via a phonecall, email or Class Dojo message.
- If any unacceptable behaviour continues then a meeting will be arranged between the parents/carers and the class teacher. If the behaviour persists then a member of the Senior Leadership Team will talk to parents/carers. We will always look for a creative approach to problem solving where tried and tested methods are not successful.

At lunchtime we operate an escalation system for any poor choices of behaviour as described below:-

1 <sup>st</sup> incident of poor behaviour choice	1 day off the playground
2 <sup>nd</sup> incident of poor behaviour choice	3 days off the playground
3 <sup>rd</sup> incident of poor behaviour choice	5 days off the playground
4 <sup>th</sup> incident of poor behaviour choice	Formal lunchtime exclusion 5 – 10 days

Any child who makes a poor choice of behaviour at lunchtime is brought into the FISH room and they have to complete a sheet in which they identify what went wrong, who they need to say sorry to and what they need to do differently if a similar situation arises in the future. Parents are informed, by letter and by Class Dojo, if their child has been taken off the playground. Parents/carers are asked to talk to their child about their behaviour choices and reinforce the requirement to make good choices that keep all children safe.

Bullying of any kind is unacceptable. We recognise that there may be occasions when bullying occurs and have drawn up the following agreed policy in order to deal swiftly and effectively with any such occurrences.

### **Definition**

Bullying is the deliberate, sustained desire to hurt, threaten or frighten someone. It can be physical, verbal or emotional and can therefore include such things as physical injury, threats or intimidation, teasing, name-calling or exclusion from games and play. This can be face to face or through the use of modern technology. It can lead to a pattern of behaviour where the bully feels good due to the power held over others and the victim often feels powerless to prevent the situation.

### **Strategies for prevention**

- The culture of the school, which includes its Christian ethos.
- Through the teaching of Personal, Social and Health Education using the SEAL (Social and Emotional Aspects of Learning) materials, children develop an awareness of themselves and others and in particular how one person's behaviour affects another. Assertive, self-help strategies are shared and the reassurance of adult support when required is given,
- Teamwork and co-operation are encouraged throughout the curriculum and through extra curricular activities (children are encouraged to care for and look after one another).
- Collective worship is used to explore and share a wide range of themes which link all the above, as well as to share, celebrate and reward personal, collective and academic achievement.
- Children receive the best possible quality supervision during work and play and their interactions are observed and monitored. Pupils are given support as appropriate during this process, whilst remaining sensitive to their need to develop their own effective and fair strategies for preventing bullying.

### **Effective responses to bullying**

- Children are empowered to assert themselves against bullying and to calmly but firmly tell the bully how their behaviour is making them feel and ask them to STOP (this may or may not be possible or appropriate for some children in some situations).
- Children are also encouraged to report any incidents of bullying whether to themselves or others to the nearest adult who will ensure that the class teacher is informed.
- Children are reassured that they will be listened to and taken seriously and that they will be given support as appropriate.

The teacher will investigate the incident fully and will take the following steps to deal with the situation:

- Talk carefully to the bullied pupil, discussing his/her feelings and establishing who is allegedly involved.
- Talk carefully to the alleged bully and ask them to explain what has happened. If the bullying is admitted then a sensitive discussion might take place with all parties present, supervised by a teacher, in order that reconciliation may be reached and further escalation avoided.

If the bullying is denied, it will be necessary to attempt to correlate views of the incident with third parties in order to establish the facts without hastily apportioning blame. It is important to note that both the victim and the bully will need careful support during this process in order to arrive at a satisfactory and remedial outcome for all.

A written record should be taken and filed and appropriate safeguards against any continuation or retaliation should be taken if considered necessary or likely. This may include close monitoring and supervision during the rebuilding of relationships. Parents of both the victim and the bully should be involved and kept fully informed of incidents in order that school and home might work together to give consistent messages and support.

In complex and intractable cases, where bullying is either extreme or repeated, then exclusion may be necessary.

## **Exclusion**

Exclusion will only be used as a last resort and only when every other avenue has been explored. Any on-going behaviour which impacts upon the safety or well-being of the school community could potentially result in exclusion. The process will be consultative as detailed above, however, should this process fail the head teacher and Governing Body will discuss the possibility of exclusion, taking advice at all stages from Devon County Council (DCC) and following DCC's recommendations and procedures.

If a child is permanently excluded, parents/carers must be notified in writing without delay. The letter must include:

- the reason for the exclusion;
- the fact that it is permanent;
- the right to put parents/carers views in writing to the governing body;
- parents/carers right to go to a meeting of the governing body and put their views in person.

If a child is of compulsory school age, parents/carers must be told about their responsibilities for the child during the first five days of the exclusion. For more information on exclusions, please visit <https://new.devon.gov.uk/educationandfamilies/school-information/schoolattendance/education-inclusion-service>

Schools should take reasonable steps to set and mark work for the first five days of any exclusion. During these five days, parents/carers are responsible for the child. They must make sure they are not in a public place without reasonable justification during school hours. This duty is similar to that on school attendance and parents/carers could be fined if in breach of it. The fine is £60 and goes up to £120 pounds if not paid within 28 days. Failure to pay within 42 days could lead to prosecution.

If a child has been permanently excluded, the Local Authority has a duty to provide suitable full-time alternative education from day 6. That is most likely to take place at a pupil referral unit or other alternative provision. If a child has a statement of special educational needs, any alternative provision must be able to meet the child's needs as set out in the statement. For Looked After Children it is recommended that alternative educational provision start from the first day of an exclusion. Local Authorities do not have to provide alternative education for children who are below or above compulsory school age.

Responsibility for reviewing exclusions lies with the Governors of the school. This may be delegated to a sub-committee. The sub-committee must have at least 3 members. The Governors must be informed of a Permanent Exclusion without delay. They must meet within 15 school days to consider the exclusion.

### The Governors' meeting

Who will be there?

- the panel of Governors. There must be at least three and none of them should have any involvement in the case that might lead them to favour one side above another; and
- a clerk to take minutes and advise on procedure. It is normal practice to have a clerk but is not a legal requirement.
- The following people must be invited to the meeting
- the Headteacher;
- parents/carers. They are allowed to bring a friend or representative to support at the meeting;
- a representative of the Local Authority.

When the Governors send the papers, they should include a list of everyone who will be present at the meeting. There is further guidance on exclusions at [www.devon.gov/inclusion](http://www.devon.gov/inclusion)

### **Disciplining beyond the school gate**

The school may need to consider responding to non-criminal bad behaviour when a child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

or, misbehavior at any time, whether or not the conditions above apply, that:

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

In all of these circumstances the head teacher may also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow its safeguarding policy.

### **Pastoral Care for School Staff**

Members of staff who have been accused of misconduct, pending an investigation, will not automatically be suspended. The school will follow the DCC guidance on Managing Child Protection Allegations Against Staff or Volunteers' and DfE guidance (see Additional Resources) when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### **Screening and searching pupils and use of reasonable force**

Screening and searching pupils - the school will adhere to DfE guidance with regards to this (see Additional Resources).

Use of reasonable force - staff adhere to the school's Positive Handling policy, which is published on the school's website.

## **Roles and Responsibilities**

All members of the School Community are expected to support this policy. Children need to be encouraged to use self-help strategies to deal with bullying but also to seek the support of parents and teachers if they feel the need. Parents and children can feel assured that the school will take seriously any incident that is reported at the earliest opportunity.

Teachers are responsible for investigating any incidents following the steps outlined above and must report the incidents to a senior manager whilst keeping a written record of all reported incidents of bullying, discussions with pupils, staff and parents. Incidents will be monitored closely to ensure action taken has been successful.

The Headteacher is responsible for monitoring the effectiveness of this policy.

The Lead Governor for Safeguarding and Inclusion has responsibility for reviewing this policy.

## **Notes**

**Circle times** are opportunities for children to talk and listen to each other. The children sit in a large circle and discuss a range of issues in a structured way. Typically a number of social games are also played.

The terms **bully** and **victim** are used in this document but they are not used as labels in school. Calling a child by a name risks affecting their self-image. We are also conscious of the need to maintain and boost the self-esteem of **all** children. We do not blame children for being bullied and we stress that it is the **bully's actions** that we disapprove of.

## **Resources**

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies: <http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff:

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

## POLICY REVIEW

<b>Review Term:</b>	<b>Two years</b>
<b>Date adopted:</b>	<b>May 2012</b>
<b>Next review due:</b>	<b>March 2018</b>
<b>Dates policy reviewed/amended by the Lead Governor for Safeguarding and approved by the Governing Board:</b>	<b>Reviewed 31<sup>st</sup> March 2014</b> <b>Reviewed 26<sup>th</sup> April 2016 (approved by Full GB 18.7.16)</b> <b>Amended 10<sup>th</sup> October 2016 to meet DfE requirements</b> <b>Amended 6.2.17 following Babcock recommendations from website review</b>

## APPENDIX 1

We are the best we can be for ourselves and for God's world at St Martin's by:-



- Being kind to each other
- Trying our best all the time
- Being brave about having a go
- Sharing our learning with others
- Making good choices so everyone can learn
- Looking after our beautiful school
- Taking pride in all that we do
- Knowing we can ask God to help us

*By 'Being the Best We Can Be' we live our Christian values of love, hope, faith, mercy, grace and kindness.*