



STELLA MARIS SCHOOL

DISCIPLINE AND PUPIL BEHAVIOUR (INCLUDING BULLYING) POLICY

Rationale

Good order and discipline are essential so that children may feel confident and secure in the school environment and are able to learn, without distractions, to the best of their abilities. We therefore accord the maintenance of discipline a very high priority in the School. It should be based on the encouragement of good behaviour as well as the punishment of bad.

We believe bullying is a wilful desire to hurt, threaten or frighten someone. A bully is anyone who uses power to be hurtful to others. We do not tolerate bullying in this school.

However, the School cannot maintain standards of behaviour on its own. To do so, it must have the support of parents, and involving parents at an appropriate stage is a key element of school policy.

Aims

Trustees and staff agree that:-

- There will be a positive expectation of good rather than negative behaviour and wherever possible the emphasis will be on praise rather than on reprimand.
- The standard of behaviour that is expected will be made clear to pupils, based on a framework provided by the school rules of conduct.
- There will be a clearly written scheme of rewards and sanctions that all staff will follow. (Appendix 1)
- Pupils are expected to behave attentively in class and to produce work in keeping with their ability. They are expected to observe the normal standards of social behaviour in relation to other people.
- It is the responsibility of each pupil to uphold the good name of the school by their conduct. The authority of the school covers pupils on all school activities, on or off site.
- The responsibility for the maintenance of good order rests finally with the Head. All marked achievements and serious problems should be notified to him as soon as possible. However, all staff, including non-teaching staff, have a responsibility to maintain discipline and to see that the general conduct of pupils is acceptable at all times.
- It is the duty of all staff to refer serious or recurring discipline problems to the Head Teacher as appropriate. In particular, all staff must be watchful for bullying. (Appendix 2) We aim to give the children the courage to speak the truth.

We recognise that:-

- The issue of “bullies” and “victims” is complex. A child may be in either category over time or the bully may be a victim of others. Bullying may be a result of external influences, or the child may have special educational needs that affect behaviour.
- The approach to discipline must be positive, developing in pupils an awareness of the need

for acceptable behaviour. Prevention of poor behaviour is better than its punishment.

- Parents will be involved at an early stage if a significant discipline problem emerges.
- Pupils are expected to show respect and care for all property belonging to themselves, other people, and the School. The parents of the pupil(s) concerned must pay for any damage caused by wilful behaviour.

General Guidelines

- Mutual respect between staff and pupils should be maintained at all times.
- At the start of each school year each class will agree the rules/code of behaviour for their classroom. These guidelines will be displayed in each classroom.
- The School Rules and Code of Conduct will be displayed around the school.
- Rules must be applied consistently, but any punishment resulting from breaches of them can be flexible.
- PHSCE sessions, including circle time, will be used in each class, giving children the opportunity to relate experiences and discuss problems.
- Pupils need to feel that someone is listening to their version of events. All members of staff listen to “both sides” before taking appropriate action.
- Punishment must avoid humiliating children.
- Staff should aim to succeed rather than win, although obviously without losing respect. De-escalation is often the most desirable outcome.
- Non-teaching staff, especially SMSAs, play an important part in maintaining good discipline. They must receive adequate training and support to manage pupil behaviour.
- Staff are expected to deploy group management skills to ensure that troublemakers lose rather than gain the esteem of their peers. It is normal for children to be continually testing the boundaries of acceptable behaviour, and success comes from the way that staff responds to this natural behaviour.
- Staff will reassure any victim(s) of bullying and offer concrete help, advice and support.
- A common sense approach will be applied throughout the process.

Detailed Guidelines

- The class teacher will deal with the majority of classroom problems.
- Parents who have concerns that their child may be being bullied should bring those concerns to the attention of the class teacher or Headteacher. See Appendix 3.
- Important behavioural problems within school will be referred to the Head Teacher. The offence may be brought to the attention of parents of the parties involved.

- Complaints of bullying must be treated as serious and urgent and will be dealt with within the general framework of the discipline policy. The member of staff to whom the matter was referred will bring both the victim and the bully together to discuss the situation calmly. Both points of view will be heard and a decision will be made on future socially acceptable behaviour and, where applicable, a suitable sanction applied.
- All staff will be informed of specific concerns and will pay particular attention to the children involved in the days that follow. The Head Teacher checks the situation for two or three days.
- The same procedure will be adopted during breaks as in the classroom, with the addition that the member of staff dealing with an incident will report it to the relevant class teacher.

Problems Necessitating Parental Involvement

Under normal circumstances, the stages in the involvement of parents are as follows:-

1. A brief hand-written note or a discussion at the end of the day.
2. Where a second communication is needed, this will consist of a hand-written or typed letter probably on school headed notepaper. A copy will be kept.
3. Subsequent letters will be written by the Head and will be typed. A copy will be kept.
4. The full details (date, time, circumstances) of all recurring unacceptable behaviour will be recorded and monitored.
5. Any necessary School Action 1 and 2 School Action Plus (Special Needs) will apply.
6. The Head Teacher will take necessary steps possibly resulting in exclusion. The question of exclusion will be viewed within the general framework of discipline within the school. The 1986 Education Act determines that the power to exclude a pupil from the school shall be exercisable only by the Head Teacher. The formal procedure for the school's Exclusion Policy will be followed.

These stages represent the normal way of dealing with a problem. However, where the situation is sufficiently serious, the Headteacher can omit any of these stages at his discretion.

Related Policies/Information

Staff Guidelines

Drugs Policy

Procedures for Exclusion of Pupils

DFE Guidelines: Admission, Exclusion and Reinstatement Appeal

Child Protection

SEN

APPENDIX 1

REWARDS

Positive attitude. Instant verbal praise
Written comments in books
Team Points
Weekly Merit Badges
Referral to another teacher or Head Teacher for praise

Head Teacher's Certificates – awarded for notable achievements in any area of school life
Celebration of achievement in school assembly
Work display in class or "public" areas of school.
Contact with home
Additional privileges

SANCTIONS

1. Verbal reprimand

2. Removal from immediate surroundings e.g. in class to another group
2. "Time out" (removal to another area)
2. Suitable job e.g. tidying up.
2. Penalty Points

3. Withdrawal of privileges e.g. break time
3. Extra work at break time or work sent home if behaviour has prevented work from being done
3. Informal contact with home if appropriate

4. Withdrawal of privileges e.g. trip, club
4. Referral to Head Teacher
4. More formal contact with home e.g. personally or phone call
4. Withdrawal of more major privileges e.g. school trip
4. Payment for willful damage or lost items

5. Formal interview with parent

6. In extreme cases there are written procedures for excluding children either at lunchtime, a number of days, or permanently

Each child will be regarded as an individual and sanctions applied accordingly.

It is possible to enter the level of sanctions at any point depending on the nature of the behaviour involved.

APPENDIX 2

DO YOU HAVE A CONCERN ABOUT SOMETHING AT SCHOOL?

If so please do raise and discuss it with a member of staff as soon as you can. Often the concern can be resolved with a short and informal discussion and save unnecessary worry and anguish. Do not do nothing and let your concerns intensify.

HOW WILL YOUR CONCERN BE DEALT WITH?

If your concern cannot be resolved simply and through an informal discussion then:-

- Agree the nature of the concern with the class teacher and how it may be affecting your child's learning.
- Agree the key points with the class teacher.
- Allow the class teacher to explain, based on their professional expertise, ways in which the concern might be addressed or monitored.
- Agree an action plan with the class teacher.
- Agree a time period during which the matter will be monitored.
- Agree a further date for review with the class teacher.
- At further review agree any further action plan or monitoring.

STELLA MARIS SCHOOL BULLYING POLICY RATIONALE

Any incidents of bullying are dealt with seriously at Stella Maris School. Every child matters to us and we will ensure that we look after them at all times. We address and advise our pupils about bullying in various different ways however should there be a serious incident all aspects of the behavior policy above may be used. What follows is our bullying policy rationale. We would value your feedback.

What is Bullying?

Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully.

Bullying can occur through several types of anti-social behaviour. It can be:

a) Physical:

A child can be physically punched, kicked, hit, spat at, etc.

b) Verbal:

This can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, personality, etc.

c) Exclusion:

A child can be bullied simply by being excluded from discussions/activities.

d) Damage to Property or Theft:

Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.

What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

a) Remember that your silence is the bully's greatest weapon.

b) Tell yourself that you do not deserve to be bullied and that it is wrong.

c) Be proud of who you are. It is good to be individual.

d) Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.

e) Stay with a group of friends/people. There is safety in numbers.

f) Be assertive – shout "No!". Walk confidently away. Go straight to a teacher or member of staff.

g) Fighting back may make things worse.

h) Generally it is best to tell an adult you trust straight away. You will get immediate support.

i) Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if You Know Someone Is Being Bullied?

- a) Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.

Role Of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- a) Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- c) If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- d) If a child has bullied your child, please do not approach that child on the playground or involve an older child to deal with the bully. Please inform school immediately.
- e) It is important that you advise your child not to fight back. It can make matters worse!
- f) Tell your child that it is not their fault that they are being bullied.
- g) Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- h) If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.

Strategies For Dealing With Bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected we will:

- a) Talk to the suspected victim, and any witnesses.
- b) Identify the bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated at Stella Maris School.
- c) If the bully owns up then sanctions procedures outlined in the Behaviour Policy will be followed.
- d) An additional sanction may be to arrange for the child to be escorted from the school premises.

e) Incidents of bullying are recorded as such in the School Incident Log.

f) If the suspected bully does not own up, investigate further. If it is clear that they are lying, continue with the procedure.

g) Continue monitoring the situation to ensure no repetition. The follow-up findings will be recorded in the monitoring section of the school Incident Log.

APPENDIX 4

Cyber Bullying

Stella Maris takes Cyber Bullying very seriously and incidents will be acted upon straight away.

All pupils or parents sign an annual acceptable use policy.

These issues will be addressed as part of the following documents.

- a. Behavior Policy
- b. PSHCE lessons
- c. ICT Use Policy