



Stella Maris School

# Discipline and Pupil Behaviour Policy, including Bullying Policy

REVIEWED: SEPT 2018  
REVIEW DUE: JULY 2019

With reference to the new September 2018 changes to the Safeguarding Policy in terms of Peer-on Peer Abuse

Stella Maris School is committed to Safeguarding and promoting the welfare and well-being of all members of the school. All school staff and volunteers who work in the school are expected to share this commitment and vision.

This Policy was written in consultation with the Trustees, Headteacher and the staff of Stella Maris School with due regard to our mission statement.

*“At Stella Maris we endeavour to put the children at the centre of everything we do. Our mission is to educate, nurture and instil traditional values and cherish our children. We inspire them to achieve their best in every aspect of their lives.”*



## Discipline and Pupil Behaviour (including Bullying) Policy – Policy 8

### **Introduction:**

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 and embrace the recent changes to the Safeguarding of children as laid out in the KCSIE 2018 regulations in regard to peer-on-peer abuse and the various forms this may take.

All staff have received training in this new area of the KCSIE 2018 and the changes have been implemented in reference to our Behaviour Policy in school. The Policy is available for all parents on our website and paper copies can be obtained from the school office if requested.

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 expected standard of behaviour 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 pupils 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 Headteacher. All marked achievements and serious problems should be notified to her 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 Headteacher



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as appropriate. All staff must be watchful for bullying and any forms of peer-on-peer abuse. (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 every 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 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 respond 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 or be a victim of peer-on-



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peer abuse should bring those concerns to the attention of the class teacher or Headteacher. (See Appendix 2)

- Important behavioural problems which cause concern within school will be referred to the Headteacher. The offence may be brought to the attention of parents of the parties involved.
- Complaints of bullying or peer-on-peer abuse 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 listened to and a decision will be made on future socially acceptable behaviour and, where applicable, a suitable sanction applied.
- All staff and the Headteacher will be informed of specific concerns and will monitor the children involved in the days that follow. The same procedure will be used during breaks as in the classroom and the duty staff dealing with an incident will report it to the relevant class teacher.

### **STELLA MARIS SCHOOL ANTI-BULLYING POLICY RATIONALE**

Any incidents of bullying or peer-on-peer abuse are dealt with seriously at Stella Maris School. Every child matters and we will ensure that our children are happy and safe 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 Behaviour Policy above may be used. What follows is our Bullying Policy rationale.

#### **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.

#### **Physical**

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

#### **Verbal**

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

#### **Exclusion**

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

#### **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.



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Children can abuse other children. This is generally referred to as peer-on peer abuse and as in the case of bullying it can take many forms. This can include sexual violence and harassment, sexting and any other form of abuse linked to cyberbullying etc. It can occur between children of any age. It can also occur through a group of children on a single child.

The sexual nature of this type of abuse and harassment is explained in more detail in the Keeping Children Safe in Education Sept. 2018 Part 1. which is a statutory safeguarding document for all staff in charge of children. All staff at Stella Maris School have read this document and have received training in this area as part of our safeguarding procedures.

### **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 - a bully thrives on someone's fear.
- e) Stay with a group of friends/people.
- f) Be assertive – shout “No” and 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 in order to 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?**

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.

If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.

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 them to consider the following points.

- 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 in the playground or involve an older child to deal with the bully. Please inform school or your child’s class teacher 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 they are being bullied.
- g) Reinforce the school’s Behaviour 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 the class teacher or staff will do the following.**

- 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. They will always make it clear that bullying is not tolerated at Stella Maris School.
- c) If the bully owns up then sanctions and procedures outlined in the Behaviour Policy will be followed.



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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 Book.

f) If the suspected bully does not own up, staff will investigate further and the Headteacher will always be made aware of any bullying incidents.

g) Continue monitoring the situation to ensure no repetition. The follow-up findings will be recorded in the School Incident Book.

### **Cyberbullying**

Stella Maris takes Cyberbullying very seriously and incidents will be acted upon straight away in line with our Behaviour and Discipline Policy. Please refer to our ICT and Safe Use of Internet Policy for more information on how we keep our children safe online at Stella Maris School.

### **Problems Necessitating Parental Involvement:**

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

#### **STAGE 1.**

A brief hand-written note in the daily Communication/Record Book will be sent home or a discussion with the parent/carer at the end of the school day at pick-up time.

#### **STAGE 2.**

Where a second communication is needed, this will consist of a more formal letter addressed to the parents. A copy will be kept.

#### **STAGE 3.**

Subsequent communication/letters will be written by the Headteacher and will be typed. A copy will be kept.

The full details (date, time, circumstances) of all recurring unacceptable behaviour will be recorded and monitored.

#### **STAGE 4.**

A meeting will be arranged between the Parents and Headteacher to discuss the situation further, where outcomes will be explained in terms of sanctions and consequences. The parents will be encouraged to support the school and reinforce the desired behaviour in the home setting. A record of the meeting will be logged in the Incident Book.

Any necessary School Special Needs intervention will apply, if applicable.



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In extreme circumstances when all the above has not worked and there is no progress taking place and when the behaviour of one child is impacting on the well-being or the education of other children the Headteacher 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 Headteacher. 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 her discretion.

### **Related Policies/Resources and Information:**

Staff Guidelines  
Safeguarding Policy  
Prevent: Extremism and Radicalisation Policy  
Keeping Children Safe in Education Sept. 2018  
ICT and Safe Use of Internet Policy  
Staff Code of Conduct  
Procedures for Exclusion of Pupils  
DFE Guidelines: Admission, Exclusion and Reinstatement Appeal  
Child Protection  
SEN Policy  
Critical Incident Policy  
Missing Child Policy  
Educate Against Hate website  
CHANNEL Guidance  
Forced Marriage Unit Guidance  
Multi-Agency Guidance  
FGM Act 2003  
NSPCC What to Do if your Child is Being Abused – Practitioners Advice



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### APPENDIX 1

#### REWARDS:

- Positive attitude.
- Instant verbal praise
- Written comments in books
- Team Points
- Merit marks Years 1 – 6
- Dojo Points Pre-Prep Dept.
- Weekly Merit Badges
- Referral to another teacher or Headteacher for praise
- Celebration at Weekly Assembly
  
- Headteacher'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:

- Verbal reprimand
- Removal from immediate surroundings e.g. in class to another group
- “Time out” (removal to another area)
- Suitable job e.g. tidying up.
- Penalty Points
- Withdrawal of privileges e.g. break time
- Extra work at break time or work sent home
- Informal contact with home if appropriate
- Withdrawal of special privileges e.g. trips, clubs
- Referral to Headteacher
- More formal contact with home e.g. personally or phone call
- Payment for wilful damage or lost items
- Formal interview with parent
- 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.*



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### **APPENDIX 2**

#### **DO YOU HAVE A CONCERN ABOUT SOMETHING AT SCHOOL?**

If you have a concern 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. Take action, do not 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