



Signed by Chair of Governors

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Pupil Discipline Policy **(Incorporating Anti-Bullying Policy)**

Introduction

Trowse Primary School is a community of governors, teachers, teaching assistants, mealtime assistants, parents, pupils and other adults. A community functions best if there is a mutual respect between all members and an agreed code of conduct which provides the background against which all activities take place. We aim to provide a happy, safe environment in which our pupils will thrive and make good progress academically, creatively, physically, socially and morally. We have a duty therefore to promote good behaviour and discipline in our school.

The children at Trowse are expected to be polite, considerate and thoughtful. They are required to conduct themselves in a sensible manner in all areas of school, especially in class areas and corridors. All children in class must contribute to an atmosphere which allows careful thought and concentration on the specified task.

We believe that good behaviour is only achieved by making reasonable demands on children. They need to see that expectations are reasonable. Measures can only be applied in an atmosphere of understanding that promotes courtesy, thoughtfulness and helpfulness.

In summary, we believe acceptable patterns of behaviour and good work habits will flourish in a firm, fair and friendly school.

Aims

The aim of this policy is to create an environment conducive to achievement by

- Promoting safety
- Raising self esteem
- Promoting consideration and respect for others and the environment
- Enabling everyone to know what is expected of them
- Determining the boundaries of acceptable and unacceptable behaviour
- Determining the procedures which will come into force if behaviour is deemed unacceptable
- Determining the system of rewards and sanctions which will support this

Principles

The school will:

- Have a whole school approach to pupil discipline to ensure consistency

- Have high expectations of behaviour from all pupils
- Provide an environment conducive to 'on-task' behaviour
- Involve parents in the process by communicating policy and expectations and ensure their support through a home school agreement
- Intervene promptly where there is poor behaviour so it is clear that it will not be tolerated
- Create a positive partnership with parents to encourage their support when dealing with the difficult issue of unacceptable behaviour
- Involve pupils in the creation and annual review of a class 'code of conduct'
- Set good examples to pupils in the way adults treat them, as well as other adults
- Set good habits early with high expectation of cooperative behaviour from the start
- Minimise uncertainty and disruption in lessons
- Make positive recognition of individual pupils or group achievements in good and improved behaviour through, for example, mentions in assembly, awarding of team points.
- Support children's own behaviour management through PATHS (Promoting Alternative Thinking Strategies) lessons, class, group discussions and individual discussion
- Attempt to identify and address any underlying causes of poor behaviour
- Avoid humiliating pupils and deal discretely with poor behaviour
- Criticism should focus on the behaviour not the child.
- Ensure that pupils are given opportunities, and indeed are expected, to put things right. E.g. apologise
- Involve other agencies as appropriate to support all pupils to the best of our ability.

Rights and responsibilities

The policy is based on the fact that everyone in the school has rights as well as responsibilities. In consultation with parents, staff and children the following list is our agreed rights and responsibilities.

We have the RIGHT to:

Be able to learn

Be treated fairly

Be listened to

Be kept safe

Be spoken to politely

We have a RESPONSIBILITY to:

always do our best

treat others fairly

listen to others

behave in a safe way

be polite to others

Whole School Code of Conduct

Our code of conduct is deliberately positive to promote good self discipline among our pupils and to deter undesirable behaviour. It will run alongside the code of conduct for Use of school computers and the Internet. The code of conduct should be displayed in all classes, alongside the specific class rules decided at the start of the year.

- *Be polite to each other and all adults in school.*
- *Respond quickly to requests and instructions.*
- *Complete all learning tasks to the best of your ability.*
- *Respect school and other people's property.*
- *Move around the school building and grounds quietly and safely.*

It must also be understood that certain behaviours will be clearly considered as totally unacceptable:-

- Swearing (*at pupils or staff*)
- Bullying (*physical or emotional- see separate policy*)
- Physical violence (*aimed at another pupil or staff*)
- Deliberate damage (*to the property of an individual or the school*)
- Theft (*of personal or school property*)
- Leaving the school site without permission
- Repeated refusal to follow the instruction of an adult
- Discriminatory behaviour (racism, for example)

Any of these behaviours will always result in the parents being contacted and are taken seriously. The Head teacher will always be informed of any incidences happening from the above list and will need to meet with the pupil. The incident will also be entered onto the school management system pupil record.

Reward System

The reward system exists to promote self discipline in our children and encourage them to be hardworking members of the community. All of the systems listed below can be given for any reason: e.g. good behaviour, manners, academic achievement, effort or showing initiative. We all try to ensure that all children are praised regularly for their positive efforts.

Verbal praise

Lots of verbal praise, with eye contact, will help children feel valued and that the adult really appreciates their efforts. Regular, sincere, personal praise is often the biggest motivator for children.

Written praise

Through marking of learning activities, sincere and descriptive praise will help motivate the child again the next lesson.

Also, writing to parents in the planners or on separate note-lets, building the link between home and school and effectively doubling the praise a child receives.

Alternatively,

Stickers

Teachers will purchase the stickers they want for their children from the school budget, and use them to further reinforce desired behaviour. Stickers should not be a substitute for team points.

Team points

All children in school are allocated to one of four 'teams'. Team points are given to children for any number of reasons and by all adults in school. The totals are collected in at the end of the week and as the year goes by, the team point chart plots the successes of the collective. Totals are announced on the assembly on Friday.

Headteacher Praise

A child can be sent to the Headteacher for an exceptional reason. A specific piece of work, a significant effort or a particularly selfless act. These should not be instead of team points in class, but in addition to.

Star of the week

On a Friday morning, in assembly, one child per class and one child chosen by the MSAs will receive a 'star of the week'. The adults in a class will write their 'star' in advance of the assembly and hand it to the Head.

Celebration assembly

At the very end of a half term, Teachers will select two children from their class to receive a certificate in assembly, stating why they are to be celebrated. Nominations are made a week in advance and letters sent home to the parents, inviting them in to the assembly and watch their children being presented with their certificate.

Disciplinary procedure if unacceptable behaviour occurs

Whilst we adopt a general position of 'reinforce the positive' with children we accept that children will on occasion step over the line of acceptable behaviour in school. The following procedures are designed to bring the child back on task with the minimum of disruption. It is at the teacher's discretion to decide an appropriate timescale over which these procedures are enforced as well as the starting point, depending on the severity of the behaviour.

1. Non-verbal cues used to refocus child's attention.
2. Teacher/adult to state required behaviour.
3. Teacher/adult to give a reminder of the desired behaviour and a verbal warning of the consequences of not doing so.
4. Child moved to manage the presenting situation. Again, desired behaviour explained and consequences clearly explained too.
5. Child given a more formal 'time-out'. This might be a specific and known time out of class or in another room. If a child is given a time out- the parents should be informed, informally, on the playground or through the planner, every time. Parents should always know when their child has behaved in such a way that they needed to be moved. The teacher should keep their own records of when a child had a time-out for future reference. All meetings at this stage are informal, about rectifying the behaviour before things escalate. The Head will be informed that a child has reached this stage.
6. Formal meeting between teacher, child and parents. This may include checking for external involvement- is the child having help from another agency we don't know about? Targets will be agreed by all and rewards for adhering to them made clear. There should be an agreed timescale and a review meeting date set. Repeated 'time-outs' may mean that a child has a privilege withdrawn. For example, if they are a house captain. Parents will always be informed of such a decision.
7. Class teacher to involve the Headteacher. If poor behaviour continues, do we need external support through the school support team? The child may have a specific learning need that needs to be identified by specialist in the field.
8. Headteacher to involve parents in a formal meeting.
9. The Headteacher will be responsible for taking the matter further and considering temporary or permanent exclusion.

In addition to the above...

- Records may be kept if a pupil is observed to persistently go against the code of conduct. Patterns of behaviour and common antecedents will be noted *with the aim of helping the pupil* to rationalise their own behaviour and reactions and to

manage their own behaviour in more appropriate ways as well as help the school look to see if there is anything that can be done to minimise incidents.

- Pupils may be offered time with a member of staff to discuss the behaviour
- Circle time may be used as an opportunity to consider group and individual behaviour and its effect on others
- A pupil whose behaviour in school regularly gives cause for concern may have behavioural targets within their termly individual targets which will be reviewed
- A pupil whose behaviour in school regularly gives cause for concern may be referred to the SENCO for monitoring and to review whether there is any underlying special educational needs.

Time out, Loss of Privileges and Sanctions

It must be clear to the pupil why any sanction is being applied and it must be made clear what changes in behaviour are required to avoid future sanctions. All sanctions will be followed by the pupil having the chance to, indeed it is expected, apologise and repair the damage caused to the relationships, adopting a 'restorative' approach.

Breakfast Club, before school, playtime & lunchtime

Pupils will always be expected to respect and respond to all requests from playtime supervisors. If they make poor choices:-

- A pupil may be asked to stay close to the supervisor for a set period of time.
- A pupil may be asked to sit on a bench for five minutes to cool down. Return to play should be only with permission from the adult on duty.
- A pupil may be asked to change play activities if they are felt to be acting inappropriately.
- A pupil may be asked to report to a member of staff in the school.
- A pupil may be asked to miss a playtime as a sanction for misbehaviour at a previous break.
- Persistent poor behaviour at Breakfast Club may result in children not being able to attend any more or for a fixed period of time.
- Persistent inappropriate behaviour at playtime will be notified to the class teacher. Pupils may be excluded from after school, sporting or off site activities for misbehaviour at playtimes and lunchtimes.
- Pupils who struggle to make appropriate choices before school should be accompanied by their adult right up until the bell going. Teachers would make this request of parents informally through conversation.
- Parents may be asked to have their children home at lunchtime if they persistently display inappropriate behaviour. This decision would not be taken lightly as it would officially constitute a half day exclusion for the pupil.

It is expected that staff on duty outside will feed back to the class teachers- positive and negative- and that this is an important part of the process.

Class time

- A pupil may be asked to sit elsewhere in the class, sent to another class, or in the Head's Office for a specified period of time.
- A pupil may be asked to miss a playtime as a sanction for misbehaviour in class or unfinished work.
- Work unfinished due to poor behaviour must be finished at playtime or taken for homework
- Pupils may be excluded from after school sporting or off site activities for misbehaviour in class.

Through rigorous sticking to the policy, children will know that praise and sanctions are certainties. This will ensure the cooperation of all pupils in making sure our school is one where children can thrive and achieve their best.

Anti-Bullying Policy

Introduction

Everyone at Trowse School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Trowse School.

Definition of bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves.

This can take the form of name-calling, violence, threatened violence, isolation, ridicule, racist abuse or indirect action such as spreading unpleasant stories about someone. The school aims to ensure that all pupils know the difference between bullying and simply "falling out".

Actions to tackle bullying

Members of staff are vigilant for signs of bullying and always take reports of incidents seriously. We use the curriculum wherever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult- within school or at home, and that when another pupil tells them that they are being bullied, or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff. The ethos of the school will be such that we want the children to tell the person they trust- whoever that is.

All allegations of bullying are investigated and taken seriously by staff members. The class teacher of the victim is responsible for this initial investigation and is required to keep a copy of the report and the action taken. Older pupils may be asked to write a report themselves. All proven incidences of bullying are to be reported to the Headteacher, who will complete a more thorough investigation and write it up. A central record is kept by the head and incidents will be reported to the Governors, if proven.

Upon discovery of an incidence of bullying we talk with the children about the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to

avoid being accusatory. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as circle time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away, can be effective ways of dealing with bullying.

Parental Involvement

The parents of bullies and victims will be informed of an incident, the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents are clearly explained to him / her. A monitoring tool may also be used, such as a behaviour chart for a finite time. Acknowledgement for achieving the desired outcomes will be clear to the pupil. This will not be a 'reward' as such, but it will be made clear to the pupil that we are pleased they are now behaving kindly again.