

## **Wark C of E Primary School**



### **Policy Documentation**

### **Behaviour and Discipline Policy – November 2022**

Wark C of E Primary School has set a vision of 'Growing Well' in order that all its children and adults are able to flourish. Our distinctive Christian vision, established and promoted by leadership at all levels, is rooted in Jesus's parable of the mustard seed in Matthew 13.31-32.

Our vision says who we are as a school, describes why we are here and then directs how we live as a community.

From our vision we draw four values; sowing the seed well, cultivating the ground, tending the growth and welcoming all.

These values are used to ensure that all policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners based on the teaching of Jesus found in the bible.

This policy is based on our value of 'sowing the seed well' so that all pupils and adults are provided with a safe, happy, secure and disciplined environment.

<b>Staff Consultation</b>	
<b>Governor Consultation</b>	
<b>Arrangements for monitoring</b>	
<b>Review date</b>	
<b>Signature of nominated Governor.</b>	
<b>Other relevant policies</b>	
<b>Points to consider at next review.</b>	

## **Pol. Behaviour and Discipline**

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## **Pol. Behaviour and Discipline**

### **Introduction**

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#### ***Rationale***

Wark C of E Primary School and the Wrap Around Care provisions exist to serve its community and to provide a respectful, caring environment, incorporating Christian values, where all children are helped to develop and learn to the best of their abilities. This policy seeks to provide staff, governors, parents and pupils with clear guidelines in order to promote good behaviour throughout the school and club settings which will ensure safety, enjoyment and effective teaching, learning and fun.

#### ***Aims***

The aims of this policy are to promote values, rooted in Christian principles within a secure happy disciplined environment which will produce:

- Friendly, happy children with high levels of self-esteem and self-confidence who show respect for themselves and others.
- Children who are able to take responsibility for their own behaviour and make a positive contribution towards the behaviour of others.
- Pupils with the self-discipline to develop good learning strategies; with the ability to listen, concentrate, enquire and to work cooperatively and independently,
- Children who are able to share and look after property

#### ***Methods***

The aims of this policy are achieved through four main methods:

#### ***Relationships***

The school and wrap around care provisions endeavour to establish positive relationships between all members of the school and club community, showing mutual respect, caring, co-operation, tolerance, friendship, forgiveness and friendship. This is taught through:

- Demonstration of values by management and staff, where adults are seen working in collaboration and supporting each other and their pupils,
- Partnership with parents; where parents are provided with constructive comments on their child's behaviour and involved as an aid to promoting good behaviour, not only as a last resort. Comments can be written by both parents and staff in school diaries.
- The PSHE/RSHE and Citizenship programme of study which teaches about relationships,
- The RE curriculum where Christian teachings, values and beliefs are explored,
- Worship, which gives opportunities for reflection, prayer and seeking guidance.
- The school Vision and 5 associated values, practised as walk-around faith

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### ***Guidance and Support mechanisms***

Staff employ a range of mechanisms to support and guide pupils through behavioural issues and time is allocated as a matter of priority when it is necessary. Each member of staff has responsibility for the pupils in their care at any time, but all are expected to liaise with colleagues for all but the most minor issues.

Guidance and support many take the form of:

- Both the whole school and club discussions e.g. an issue compromising safety in the playground, behaviour on the swimming bus
- A class discussion e.g. where equipment is being lost or broken through carelessness, the behaviour of one or a number of pupils is impacting on others in the class
- A small group of pupils, e.g. where a breakdown in a relationship between pupils or a difference in opinion needs resolving
- Individuals, e.g. where a child does something inappropriate and needs support to help modify their behaviour, or a child needs support to forgive the actions of another

Underpinning guidance and support mechanisms are the principles of fairness, compassion, forgiveness, reconciliation and the concept of a fresh start.

### ***Rules***

School rules are agreed by each class or pupils attending the wrap around care provisions and are displayed in each classroom and in the staff handbook. They are reviewed annually. Other rules are drawn up or reviewed on a needs- led basis, either when there are changes to a group of pupils, a new activity is to be introduced or if there is a specific problem. These include class rules, rules for specific times of day - playtime, dinner time, home time and rules for specific activities e.g. using a piece of equipment in Science, going on a trip.

In each case, the drawing up of or review of rules is integrated into the RSHE curriculum and discussed widely with the pupils in order to ensure relevance and ownership.

### ***Rewards and Sanctions***

All Staff follow the following procedure in using rewards and sanctions in order to promote good behaviour. These include:

#### **Rewards:**

1. Give verbal praise e.g. for a child helping another or for taking action to resolve conflict
2. Child awarded 'Dojo' to buy rewards
3. Allow participation in specific activities e.g. extra play for particular effort in an activity
4. Give a sticker e.g. for good behaviour, for effort, for showing friendship or for achieving a personal goal
5. Praise child to parents informally or at a progress evening

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6. Give praise in the child's annual report

### **Sanctions:**

#### **Level 1** (Minor or occasional misdemeanours)

1. Remind the child of the rule or instruction which should have been followed
2. Relocate the child to another place in the classroom or playground
3. Get the child to take responsibility for their action seeking 'forgiveness'

#### **Level 2** (If problem persists)

1. Discuss problem with child and develop a strategy to overcome it.
2. Record the incident and actions in planner.
3. If problem reoccurs, discuss with colleagues.
4. Child to spend time reflecting 1:1 with staff about behaviour during break
5. Send to Head Teacher.

#### **Level 3**

1. Request meeting with parents
2. Draw up an action plan and monitoring strategy (SEND School Action)

#### **Level 4**

1. Seek external advice (SEND School Support)

Severe behaviour – fighting, bullying, harassment, persistent swearing may result in child going straight to Levels 2 or 3

### **SEND, Disabled and Vulnerable Pupils**

Where applicable, the SEN framework is used as a means of adapting behaviour policy in order to meet the needs of disabled pupils, those with behaviour related learning difficulties and vulnerable pupils.

### ***Responsibilities***

#### **Pupils should:**

- Take responsibility for their own behaviour.
- Treat other people and belongings with respect.
- Think about how your behaviour affects others.
- Be thoughtful, use manners and show courtesy
- Follow school or class rules

#### **Teachers, Club and support staff should:**

- Establish positive relationships with pupils and members of the school community based on mutual respect, setting an example.
- Organise the classroom and activities to keep all pupils interested and purposefully engaged in order to minimise opportunities for inappropriate behaviour

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- Ensure consistent application of class and school rules, rewards and sanctions.
- Be alert to signs of bullying and deal firmly with it.

### **Parents should:**

- Maintain communications with school, letting the school know about any problem which may affect their child.
- Support the school's and wrap around care policy and rules.
- Attend parents evenings and discussions about their child

These responsibilities are reflected in the Home School Agreement which is signed by Teachers, Club staff, Parents and Pupils on an annual basis.

### **The headteacher should:**

- Take overall responsibility for ensuring pupil behaviour
- Take the lead in involving external agencies
- Ensure Governors are provided with reports of standards of behaviour

### **Governors should:**

- Receive reports on pupil behaviour

### **External Agencies** may include:

## **Exclusion at Wark C of E Primary School**

It is recognised that using exclusions can add to the risk of abuse and exploitation as children are not in school and can therefore be very vulnerable. Exclusions, whether temporary or permanent, must be avoided at all costs. It is noted that there have been no exclusions at Wark.

If all avenues have been explored with a child, or an incident is of a serious nature and it is felt that a temporary or permanent exclusion is necessary, then only the Headteacher has the power to exclude a pupil from school.

Fixed Term Exclusion (FTE) – Fixed term exclusions can range from 1-5 days and from day 6 the school will provide alternative education which will either be a member of school staff to teach the child in an appropriate off-site place or using the Alternative Providers List from Northumberland County Council.

Permanent Exclusion (PEX) – Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The behaviour of students outside school can be considered as grounds for exclusion. This will be a matter of judgement for the Head Teacher in accordance with the school's Behaviour Policy.

Examples of behaviour that could lead to a fixed-term exclusion include but are not limited to the following:

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- Fighting (severe or unprovoked)
- Persistent refusal to follow instructions
- Damage to property
- Larger impact vandalism
- Bullying, including cyber-bullying (repeated)
- Extreme and persistent disruption of learning (repeated)
- Verbal abuse towards another child or adult
- Physical assault towards another child or adult
- Theft
- Carrying an offensive weapon Arson

If the Headteacher excludes a pupil, they must inform the parents immediately, giving the reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision by contacting the Governing Body. The school informs the parents of how to make such an appeal.

If the Governing Body's Appeal Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

### ***Monitoring and Review***

This policy will be monitored through use of:

- Incident Book and Accident File
- Records of discussions with parents
- Results of questionnaires
- Lesson Observations
- Observations by pupils, staff and visitors
- Governor Monitoring visits
- SIMS- input incidents

The policy will be reviewed on a two yearly cycle or more frequently if deemed necessary.

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### **Anti-bullying policy**

Within Wark C of E Primary School and our wrap-around care provision, we believe that everyone in the school and club community has the right to be happy, safe and respected in a friendly, stimulating and accessible environment. We promote high standards of teaching, learning and social experiences with clear expectations of courtesy and behaviour. We value individuality and encourage all to achieve their full potential.

Through working together and open communication we strive to prepare children to succeed in society.

### **Aims**

The School and wrap-around care community (pupils, staff, parents, visitors, students and governors) should work in co-operation towards building and maintaining an anti-bullying ethos in the school. Pupils and adults should realise that bullying behaviour is not acceptable and will not be tolerated. Pupils and adults should feel willing to report bullying behaviour, confident that they will be listened to and action taken to remedy the situation.

### **Objectives**

This policy is intended to:

- Raise the awareness of the school and both club provisions about the school's stance towards bullying behaviour
- Provide strategies for preventing and dealing with bullying promptly and consistently
- Provide understanding and support for bullied pupils and club members
- Help build an anti-bullying ethos in the school

### **Definition of bullying**

It is deliberately hurtful or threatening behaviour.

It is premeditated and usually forms a pattern of behaviour rather than an isolated incident.

It involves dominance of one pupil by another, or group of others.

### **The main types of bullying are:**

- Physical – pushing, hitting, kicking, pinching, any form of violence, threats
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
- Sexual- unwanted physical contact or sexually abusive comments
- Homophobic- because of, or focussing on the issue of sexuality
- Cyberbullying- by means of internet or mobile phones or associated technologies
- Racial- taunts about race or cultural aspects, graffiti or gestures



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- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying of young carers, looked after children, or otherwise related to home circumstances

There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyberbullying methods. At Wark C of E Primary School, Breakfast and After school club we won't tolerate bullying of school and club staff, whether by pupils, parents/carers or other staff.

## **Identifying Bullying**

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

## **Procedure**

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out in Appendix A, together with a copy of the incident form.

## **Preventing Bullying**

- Members of the school and wrap around care provisions must be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy
- The school and clubs will promote anti-bullying strategies through assemblies, Anti-bullying week, PSHE, circle time and other appropriate lessons such as drama
- Pupils should be encouraged to tell someone if they are being bullied or observe bullying. Parents should inform the school or club staff if they believe their child is being bullied.
- A safe environment is created in the playground by careful supervision.
- Involving outside agencies eg.HUB

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### **Promoting an anti-bullying ethos in the school**

Members of staff regularly use PSHE lessons, assemblies or circle time to explore issues such as the causes of bullying, the effects of being bullied or being a bully, and how to stop bullying. Pupils will be given advice on what to do if they are being bullied or if they observe someone being bullied.

### **Cyber Bullying**

Members of staff are also aware that bullying can be carried out through cyberspace. Children should be encouraged to tell someone if they are being bullied in this way. Guidance is also given in ICT lessons when the children are taught about Internet safety.

### **Roles and Responsibilities**

All members of staff (class teachers, club staff, lunchtime supervisors, teaching assistants, office staff, support staff, etc.) have a role to play in raising awareness, being alert to and reporting bullying. The overall responsibility lies with the Head Teacher and Governing Body.

The policy will be reviewed every 2 years in line with the behaviour policy.

Date: November 2024

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### **Appendix A**

#### Procedure for dealing with Bullying

1. Once the behaviour is identified as bullying the incident should be reported to the Head Teacher. This would usually be after 3 incidents, but not necessarily targeted at the same child each time. Parents will be informed by the Head Teacher.
2. The victim and bully should be interviewed separately. Parents are to be informed by the Head Teacher. A follow up phone call will always be made to parents.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
4. The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour.
5. On some occasions it may be possible to sit the victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
6. On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.
7. In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
8. Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.
9. Serious or prolonged bullying could result in one or more of the following sanctions:
  - writing an explanation or apology for the incident
  - withdrawal of break or lunch time privileges
  - lunchtime detention
  - withholding participation in after-school clubs or school visits that are not an essential part of the curriculum
  - removal from a particular lesson
  - temporary removal from the class
  - interview with the head teacher
  - fixed term exclusion
  - permanent exclusion
10. A written record should be made of every incident of bullying using an Incident Form (see example attached – Appendix B). The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up. A copy of the incident form should be kept and filed by the class teacher or Head.
11. An Individual Behaviour Plan (see Appendix C) may be drawn up and shared with the pupil, parents and all staff. If necessary, the child may be placed on the SEN register and outside agents, such as LIST (Locality Inclusion Support Team) involved.

### **Appendix B**

#### **Bullying incident form**

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Pupil's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

Description of incident (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved)

Names and accounts of any witnesses:

Parents of bully informed: YES. Date:

Parents of victim informed: YES/NO

Name of teacher dealing with incident:

(A copy of this form should be given to the Head Teacher for filing)