Love Life
Love Learning
Grow in Faith

LINBY-CUM-PAPPLEWICK PRIMARY SCHOOL
DISCIPLINE POLICY 2021

1.   <u>Introduction</u>

(see School Behaviour & Discipline Policy – Governor Statement of Principals)

The context and application of discipline is that which relates to Christian Love. It is important that children and parents are aware that this is a loving school, with all members eager to support and develop the best interests and welfare of the pupils.

The heart of our discipline & behaviour policies are to ensure that we maintain a positive and supportive school environment which reflects our Christian ethos of love, fairness, justice, compassion, forgiveness etc. and nurtures this in the children as they seek to learn from all the situations they encounter and become more independent, supported by the school and its procedures.

"Behaviour Guidelines for Parents and Children" are to be regarded as part of the Discipline Policy.

The purpose of the behaviour guidelines is to ensure standards are maintained in a positive constructive way that will not include physical sanctions.

2.   <u>Partnership (Practical discipline & School work)</u>

(a)   Practical discipline is seen as a partnership between School and home. This is a sure way of achieving good behaviour. The school's Home/School agreement is an important element of this process.

(b)   A good sense of partnership is also essential if children are to work to their full capacity. If tasks are set to be done at home, it is expected that they should be completed.

3.   Equal Opportunities

We want to:

- develop equal access to the learning experiences and social activities within the school.

- provide support and guidance, to help pupils understand and come to terms with personal and social circumstances, which might otherwise hinder their success.

- develop in pupils, positive attitudes towards themselves and others, encouraging the development of a harmonious school community.

- provide a framework through the "Behaviour Guidelines", the "School Rules" and the Health & Safety guidelines, to ensure consistency of approach.

4.   Representing the school off-site

The same standards of conduct and behaviour are expected of the children at all times. (This would include travelling to and from school – as they are in uniform and as such represent the school).

5.   Handling & Restraint of Children

There may be situations where a child may need to be restrained within the guidelines of the 'Handling & Restraint of Children Policy'.

6.   Exclusion

The L.A. exclusion procedures will be followed should it be deemed necessary to exclude a child as a result of

a. A deliberate act or loss of control which has resulted in serious injury to another child or adult at school.

b. Repeated incidents of very serious behaviours.

Very serious behaviours being defined as:

- Bullying, intimidating or threatening others
- Refusing to co-operate with an adult
- Being violent or hurting others on purpose
- Being racist to others
- Being abusive to others
- Deliberately damaging or taking school or other people's property

7. Shouting In School By Members of Staff

Raising the volume of the voice may be appropriate in some circumstances:

- Emergencies
- For gaining attention

However, shouting is against the values and ethos of the school if:

- It is the result of a loss of patience or self control;
- It is directed at a child rather than the inappropriate behaviour;
- It is used to humiliate another person;
- It is threatening;
- There is an invasion of personal space.

In admonishing the inappropriate behaviour of a child the use of voice tone and volume are valuable means of expression and communication of displeasure and disappointment. It is also of note that a good knowledge of the child and situation/background to a problem are essential in enabling sound professional judgements to be made in dealing with incidents where the school rules have been breached.

8. Thinking Time Sheets

- We will reinforce the message that the consequence of the inappropriate behaviour is to be sent outside H.T.'s office. Thinking Time sheets are merely a way of supporting children's response to their mistake so that they can learn from it, rectify it and then know how to respond to similar situations in the right way in future.
- The children will have the choice as to whether to complete a sheet or not – they will decide if they feel it would help them reflect on the situation in preparation for discussion with H.T. and to remedy/learn from their mistake. (However, if the teacher decides that it would be helpful for the pupil to complete a sheet they may insist on it).
- The sheets become the property of the children – for them to do what they want with – file or throw away.
- The H.T. (or in their absence D.H.T./Senior Teacher) will keep a log of all incidents of children being sent outside H.T. office for monitoring purposes so as to establish patterns of behaviour and help/support any pupil who is repeatedly unable to cope with certain situations or persistently makes the same mistakes.
- Pupils will not be repeatedly sent to H.T. office without appropriate further support/consequences – the next steps would usually be a meeting with the class teacher & parents, a letter from the H.T., a meeting with the Head Teacher, a final warning and exclusion. At each stage, as far as reasonably possible, we would need to take the appropriate preventative measures / put in place support for the pupil in order that they would learn from their mistakes / not repeatedly fail to behave appropriately.

9. Bullying

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

Roles and responsibilities

The Head teacher – Has over all responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and is the Anti-bullying coordinator who has general responsibility for handling the implementation of this policy.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governors with the responsibility for Anti- bullying (Behaviour) are: - Pupil & Personnel Committee

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter
The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.

- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion

- Indirect - Can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

• bullying related to appearance or health
• bullying of young carers or looked after children or otherwise related to home   circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-
- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Bullying can take place between:
- young people
- young people and staff

- between staff
- individuals or groups

Reporting and responding to bullying

All incidents of bullying should be reported to the class teacher who will then report to the head teacher.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures.

- Interviewing all parties including target, bully and all others involved
- Informing parents
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up, in particular keeping in touch with the person who reported the situation, parents/carers.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
- Having a range of follow- up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, bystanders and others affected by the bullying, referral to outside agencies if appropriate
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Head Teacher.

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced –related incidents (August 2017) **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottscc.gov.uk**

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to ecas@nottscc.gov.uk stating at the end of the academic year that no incidents have been reported to the school, will now suffice.

 Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

This information will be presented to the governors as part of the Head Teachers Termly Report.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- Celebrating good behaviour and achievements in our 'Good Work' Assemblies.
- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values.
- Involvement in in the All Together Project.
- Anti-Bullying week annually in November and Safer Internet Day in February.
- Involvement in SEAL including Anti-bullying unit.
- Involvement in the Healthy Schools Programme
- PSHE/Citizenship lessons
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- School council
- Peer mentoring schemes and/or Playground Helping Hands

1. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
   - Circle of Friends/small group work
   - Restorative Justice/Mediation

2. Support for parents/carers
   - Parent groups
   - Parent information events/information

3. Support for all school staff
   - Staff training and development for all staff including those involved in lunchtime and before and after school activities

Reviewed Autumn 2021 alongside Home/School Agreement & Behaviour Guidelines

Thinking Time
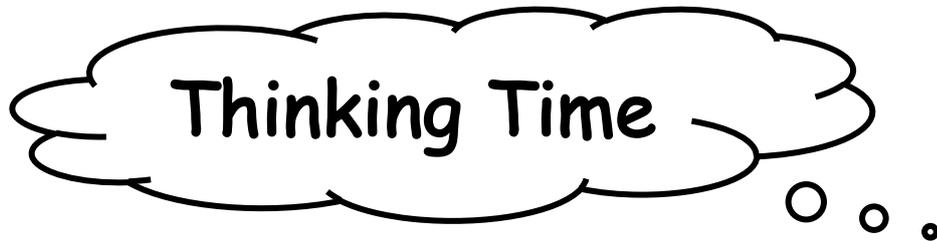
Name _____ Date _____

What happened was…..

What I was thinking……

Who this affected…

How this affected them is……

What needs to happen to make things right is….

In future I will…