

**St Gregory's C of E (VA) Primary School
New Street, Marnhull, Sturminster Newton, Dorset DT10 1PZ**

Policy Document

Behaviour, Discipline and Anti-Bullying Policy

Review Interval: 3 years

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St Gregory's Primary School, Marnhull

Behaviour Policy

In this school community, each person is valued and respected in the belief that all people are created and loved by God.

We believe that a happy and secure environment relies upon good relationships between children, staff and parents.

At the heart of our policy is our commitment to raise expectations and improve standards. We aim to promote responsible behaviour and self-discipline backed by a clear system of rewards and sanctions.

We feel it is important that the children understand the need for boundaries. They should be encouraged to become participants in this process and to reflect on their behaviour both individually and collectively.

Within this framework we hope that the children will contribute positively to the community appreciating the feelings and needs of others.

Good behaviour enables children to learn and teachers to teach.

The role of the headteacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- The headteacher will use external agency support services and Individual Support Plans (written by SENDCO in consultations with class teacher) to help meet the needs of children with more complex behavioural needs.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Reasonable Force (July 2013)*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves constantly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher or senior staff.
- The class teacher talks with the SENDCO who liaises with external agencies, as necessary, to support and guide the progress of each child. This may be, for example, discussing the needs of a child with the education social worker or LA behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules on the school website, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to discipline a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines. The Governors Discipline Group is made up of 4 Governors to be arranged as required.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Drug- and alcohol-related incidents

- It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. There is a medicines at school form to be completed by parents.
- The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be

notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

- If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- If the offence is repeated the child will be permanently excluded.
- If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance - *Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion (2017)*. We refer to this guidance in any decision to exclude a child from school.
- Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a child, s/he informs the parents immediately, giving 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 to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LA 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 child or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Monitoring and review

- The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book.

- The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Rewards

Children are praised and rewarded whenever possible in a variety of ways:

- ☺ positive gestures and acknowledgement of good behaviour and achievements ☺ in class praise, peer praise
- ☺ celebration of achievements in assemblies
- ☺ 'Pupil of the Week certificate, Headteacher award and current Value certificate awarded in Praise assembly
- ☺ Individual class staff will give house group tokens for good work, good behaviour, portraying school values
- ☺ Use of the ladder system – children can be moved on these for good behaviour or negative behaviour.

Sanctions

A variety of sanctions which are common across the school are employed. Teachers decide on the appropriate sanction to suit the situation or the children involved. Sanctions are:

- The ladder system – first rung for a repeated issue after a warning, leading to the fourth ladder to see the headteacher
- 'time out' to a designated place in the classroom for a short period of time
- a short time in another area (supervision arranged)
- a break - time detention
- a phone call to parents
- using a contact book to monitor behaviour with parents
- loss of part of class Golden time
- behaviour charts used between home and school

See attached outline of behaviours and sanctions (appendix A).

Uniform

For reasons of safety, no jewellery is permitted (For pierced ears, studs only may be worn) Watches are allowed but are the children's own responsibility. Soft hairbands are allowed, preferably in school colours

Children are expected to wear their school uniform neatly at all times. For P.E. and swimming lessons, the correct kit must be worn. Studs must be removed or covered with tape for PE and always removed for swimming.

Bullying

We are a 'telling' school.

We feel that it is unacceptable for children to be hurt emotionally or physically. If it does happen, children are told to tell their teacher, the headteacher, or their parents who will phone the school. Any reported incidents will be dealt with at the first opportunity. **(Please see our anti-bullying policy appendix B)**

Safety around School

The following regulations ensure safety and consistency within the school and the playground. They are periodically reviewed with the children in class and in assemblies.

Moving around the school

- We walk sensibly and quietly
- We enter and leave the hall quietly for collective worship.
- Children must be accompanied by an adult out of the school grounds.
- Children are respectful of each other and their peers

The Playground

- Soft balls and airflow balls are used in the playground for general games. The only exceptions are for specific supervised activities. A range of playground equipment is also available for use.
- Children are expected to share the space on the playground and to consider others playing on it. The safety of everyone is the priority concern when deciding on the appropriateness of a particular game or activity.
- Children are not allowed behind the back of the swimming pool
- There is an organised timetable for each area to ensure fairness and safety.
- Children should line up quietly when waiting for staff

The Field

The field is used in fine weather and the same general rules apply.

In addition:

- Some areas of the field are out of bounds - children not to go behind back of swimming pool, no playing by toilets
- Children are not allowed in the Forest school area without supervision or permission for a specific task.

General Safety

- Children are only allowed inside the school buildings when supervised by a member of staff.
- In specific circumstances older children may work independently without direct supervision at the teacher's discretion and responsibility. The teacher will exercise unobtrusive supervision consistent with health and safety considerations.
- At all times from 8.40am to 3.15pm children are under the supervision of a member of staff. Children must inform the appropriate member of staff if they wish to temporarily visit another area e.g. the toilets.
- Children should only bring money to school when requested e.g. outing payments, etc. which should be given to the teacher or school office as soon as possible. In most cases the money should be in a sealed named envelope.

- No toys or other items should be brought to school except when they have been requested as part of the children's project or language work. These items should stay inside the building for safety.
- Only non-breakable containers should be brought to school. No fizzy drinks are allowed.
- Bicycles, scooters and skateboards must not be ridden anywhere in the school grounds (cycle training is an exception). If bicycles are required to be stored on the school premises during the day, the school must be informed by a parent and helmets must be worn.
- The swimming pool area is kept locked. Children are only allowed into the area under teacher supervision.
- Mobile phones must be handed to the teacher at the start of the day, if brought into school. They will be kept in a cupboard and can be retrieved at the end of the school day.

The children and staff of St Gregory's School are confident that its behaviour policy is fair and supportive to all children. It is under constant review and the headteacher welcomes any comments from parents for consideration to help ensure the policy continues to work effectively. This policy complies with Section 89 of the Education and Inspections Act 2006 and its implementation will be formally reviewed by staff and governors every other year.

This policy was adopted on: 5th March 2024

It will be reviewed on or before 5th March 2027

Appendix A Behaviour Sanctions

Behaviour	Sanctions
LOW LEVEL: Children shall receive a warning, reminder and then sanction. Also miss 5 minutes Golden Time	
Fussing	Reminder to stop fussing
Fiddling with lunch boxes, pencils	Remove objects
Not putting things away	Tidy during Golden Time/break
Fidgeting, swinging on chairs	Reminder / asked to stand up
Talking when expected to be quiet	Ladder system / house points
Not listening	
Silly noises	
Accidental damage to equipment through misuse/carelessness	Class discussion
Poor attitude to work, not completing or lacking care	Stay in to complete or send home with parent's agreement
Ignoring/taking too long to follow instructions	Complete activity at Golden Time/ break
Repeated low level disruption: Tell Head and parents -> Behaviour chart – 3 warnings	
MEDIUM: warning then action	
Cheeky/offhand comments	Move out – x3 warnings
Pushing/jostling others	Move to back or front of line
Interrupting	X3 warnings – move to corridor seating / miss playtime
Stopping others concentrating	Move/time out to corridor seating - x3 warnings
Rough play	Time out to be with teacher on duty – 5 mins
Hurting others feelings	Class discussion
Repeated medium level disruption: Tell Head and parents -> Behaviour chart -> ELSA work	
SERIOUS: immediate action, parental involvement	
Deliberately causing disturbance	Child to be asked to leave classroom, under adult supervision
Stealing	Refer to Head / SLT
Harmful/offensive name calling	Refer to Head /SLT
Arguing with an adult	Time out, teacher/TA to follow up
Dangerous play	Time out – staff on duty x 5 minutes
Refusal to comply with request from an adult	Refer to Head / SLT
VERY SERIOUS: immediate action, parental involvement	
Verbal abuse towards other children	Staff should refer these situations to the Head / SLT Child will be automatically internally excluded. Parents will be informed and asked to meet with staff
Deliberate aggression towards other children	
Deliberate damage to property	
Persistent bullying	
Verbal abuse to adult	

Physical abuse to adult	Exclusion – Head / SLT to be decided – discussion with parents – paper work completed for LA
Running out of school	
Any extreme behaviour which puts children or adults in danger	

Appendix B St Gregory's Anti-Bullying Policy

1 Introduction

It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.

1.2 DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of governors

3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school antibullying strategies.

3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

4 The role of the headteacher

4.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

4.3 The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

4.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of the teacher and support staff

5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

5.2 Teachers keep their own records of all incidents that happen in their class, and that they are

aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

5.3 In the head's office there is an incident book in which the head will record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.

5.4 When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies, such as the social services or the Behaviour Support Service.

5.5 All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

5.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6 The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The role of pupils

7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the pupil questionnaire.

8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

8.2 This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.